

# CHILD-WELFARE MAGAZINE

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Vol. XIV.

SEPTEMBER, 1919

No. 1

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## President's Desk

### Fourteenth Year of Child-Welfare Magazine

CHILD-WELFARE MAGAZINE enters its fourteenth year of publication. It has been an important factor in binding together the scattered units all over this country. Many look to it for guidance in their meetings. Many are the letters of appreciation which have encouraged the editors in their duties.

Its field of service might be much wider, its contents greatly increased, but that will come in time. To have issued it continuously without a break all these years has laid the foundation for permanence and improvement.

Obstacles caused by the war have met every publication, but the publishers anticipate prompt service hereafter.

All our readers will sympathize with Mrs. Howard W. Lippincott who has been CHILD-WELFARE MAGAZINE Chairman and business manager since 1906, and who has met a great sorrow in the death of her husband.

He was a trustee of Swarthmore College, and years ago founded a Fellowship, which has already been used by twenty-five young men and women, all of whom have made their mark in their special line of work, and who owe their education to the Fellowship. It is perpetual; no greater movement could a man build than one which will help generations to come.

Surely in his case the good one does live after him.

### National Year Book, 1919-20

Before October 1 the National Year Book for 1919-20 will be mailed to every president and treasurer of every local organization in membership in the National Congress of Mothers and Parent-Teacher Associations provided the name and address have been sent to the National Office. If you are entitled to a copy, and do not receive it, send application to 1314 Massachusetts Avenue. Each President is requested to read the Year Book to the local association—to keep it for reference at all meetings. Those desiring extra copies can procure them if applications are sent promptly accompanied by 25 cents.

The edition is limited.

### Thrift and Saving Movement. U. S. Treasury Undertakes Education in Thrift

A very interesting day was spent in Washington, June 27, by presidents of ten national organizations, who had been invited to be guests of the Thrift and Saving Division of the Treasury.

It is significant and hopeful that a government department supposedly concerned with the finances of the country has seen one of the ways by which loyal contented citizenship will be built up, has made plans to do it, and asks cooperation, which is also definitely mapped out.

Mr. Lester and Mrs. Grace D. Bartlett, able leaders in this department, made it clear that the work was primarily educational, and not for the purpose of raising money for the government. Capital can only be increased by saving. Every one should save something each year. Every one should put aside a portion of his income for the future. In order to improve the financial conditions of the people each individual will be advised that waste is a social crime, that every one should set aside a

definite sum for investment, should get full value for every dollar spent, should use articles purchased to greatest advantage, not throwing them away any more than they would throw away money, that every one should have some investment in government securities, or in other words take stock in our country.

In these days of anarchy, of war and unrest many problems face us. We have the greatest country the world has ever seen, but it will only advance as it builds up devoted satisfied loyal citizens.

The Treasury Department believes its part in doing that is to guide the people in thrift and saving.

A Federal Director has been appointed in each of the 12 Federal Reserve Districts. The president of the National Congress Mothers Parent-Teacher Association is requested to appoint a district chairman in each of the federal districts to coöperate with the federal district chairman. Each state and local president is asked to appoint a chairman to work under the district chairman.

Each federal reserve district covers several states and is divided somewhat by population. The organizations of women are requested if possible to appoint district chairmen in the cities which are headquarters for the federal chairman in order to be closely associated in the work.

The National Congress of Mothers and Parent-Teacher Associations has recognized the need of thrift in salvage of clothing, and that will be a valuable adjunct to this wide government-directed Thrift and Saving Movement.

All presidents of state and local branches are earnestly asked to consider carefully in making their appointments, to choose women who can give time to it. Each state chairman should have a complete list of the local chairmen.

Literature and substantial help will be given by the Treasury Department to all chairmen.

It is an interesting fact that the Treasury Department has taken up this work by request of Mr. George W. Strayer, President National Education Association.

### **Relative Standing of State Branches National Congress Mothers and Parent-Teacher Associations**

The relative standing of the state branches has changed during the last year. There has been an increase in the entire membership, which considering war conditions is encouraging, but many states have fallen below their former standing. California heads the list once more. Then follow in order of membership, Illinois, Colorado, New York, Kentucky, Washington State, New Jersey, Massachusetts, Texas, Pennsylvania, Kansas, Iowa, Rhode Island, Connecticut, Tennessee, Ohio, Georgia, Oregon, Michigan, Idaho, Wisconsin, Indiana, Vermont, Montana, New Hampshire. Other states fell behind so that to secure the annual charter as state branches they must bring up their membership to the requirements, viz., 500 members not all in one city or town. In some states the dues had not been collected in time to send to National Treasurer before her report was printed.

### **Texas Governor Has Appointed Child Welfare Commission**

Texas has recognized the value of the Child-Welfare Commission inaugurated in Oregon and Arizona by request of the National Congress of Mothers and Parent-Teacher Associations several years ago.

The governor of Texas has appointed the following women as members of the Commission: Mrs. E. M. Watters, Fort Worth, Texas; Mrs. Ella C. Porter, Dallas; Mrs. F. W. McAllister, San Antonio; Mrs. Chalmers Hutchison, Fort Worth; Mrs. N. B. Ford, Mrs. H. P. Hunnicutt, Austin.

All of the above are officially connected with Texas Branch National Congress Mothers and Parent-Teacher Association.

### **Hearing on Smith Towner Educational Bill, July 22, in Washington**

The Education Committees of the Senate and House of Representatives held a joint hearing on the Smith Towner Educational Bill, July 22. The National Education Association field secretary arranged the speakers for the bill.

Superintendent Thomas, of Maine, Superintendent Cary, of Wisconsin, Dr. Bagley, of Columbia University, the president of National Congress Mothers and Parent-Teacher Association and president of Civic Betterment League.

Each speaker covered different points showing why this bill should be passed.

Many questions were asked by members of the committee, questions which showed they had given earnest study to the subject, and their attitude seemed favorable to its passage.

Calls for opponents to the bill were made, but not a voice was raised against it. Two hours were given to the five speakers and the discussion.

### **Junk Dealing and Juvenile Delinquency**

The Juvenile Protective Association of Chicago has made an investigation into junk dealing and juvenile delinquency.

In 1917 Chicago had 2,072 junk wagon peddlers in the city and 166 retail junk shops. Heavy license fees are required and laws prohibit the purchase of junk from minors without the consent of their parents.

Notwithstanding this the judge of the Juvenile Court says: "I have reason to believe that young boys have been hired by junk dealers to go out and acquire lead pipe from vacant buildings and railroad property from the owners. The difficulty in securing convictions is apparent because on the one hand you have a boy of perhaps little or no responsibility and of tender years, and on the other hand a defendant who is an adult and one licensed to conduct a junk business."

75 per cent. of the 100 boys examined belonged to boys' gangs. All attended the "movies" and their attendance ranged from several times a day to once a week. In only 45 homes was the English language spoken exclusively.

A good opportunity for Americanization.

The price of this report is 25 cents and is well worth the study by those who seek to present juvenile delinquency.

### **Problem of Social Morality**

The National Congress of Mothers and Parent-Teachers Associations is invited to send two delegates to a meeting of representatives from the great national organizations of women to be held in New York City from October 17 to October 24, inclusive. This convention is called by the War Work Council of the National Board of the Young Women's Christian Associations to study the problem of Social Morality as a responsibility for the women of this nation.

The occasion for calling the convention at this time is that it will afford opportunity for the delegates to attend the open meetings of an international Conference of medical women to be held in New York. There will be open sessions of this conference.

Representative women physicians from Scotland, England, Norway, Sweden, Denmark, France, Italy, Switzerland, China, Belgium, Japan, India, South America, Canada and the United States and psychologists and moral leaders from Europe, Asia and America will come together to contribute their best thought and the results of their study and experience. The conference promises to be a clearing house for all forward-looking ideals of physical, social and moral health in the countries represented. It will typify, in concrete form, one of the most important results of the Great War.

During the war the government recognized the necessity for instruction to civilians as well as to soldiers and the social morality committee of the War Work Council of the National Board of the Young Women's Christian Associations was appointed to carry on an educational program for women and girls under the section on women's work of the Social Hygiene Division of the commission on Training Camp Activities of the War Department. This connection with the government ended with the termination of the section on women's work on March 1, 1919.

A growing appreciation of a high standard of health and morals as an asset of any nation in peace as well as in war led to a demand from the entire country for a continuation of the lecture work. The Social Morality Committee of the Young Women's Christian Associations accepted the responsibility and is carrying on an extensive lecture program. The committee, however, believes that the time has come when all the great national organizations of women should take counsel together with the view of initiating an enlarged program of education in which all may take part.

The strong National organizations of women are eagerly looking forward to the far-reaching possibilities of this gathering, and the coöperation of your organization will mean much to the Convention.

Mrs. Robert E. Speer is Chairman of Social Morality Committee. Mrs. Henry O. Holland and Mrs. J. K. Coddington will be delegates from the National Congress of Mothers and Parent-Teacher Associations.

### **National Council of Women**

The biennial convention of the National Council of Women will be held in St. Louis, Mo., November 11-14. Thirty National Organizations of women are united in the Council. All members interested are welcome to attend the meetings. With the great questions facing the women of the world today the National Councils of Women in 26 nations form a machine already built through which great measures for human betterment may be promulgated.

A machine is a dead thing, but when set in motion by master hands great is its power for multiplying the possibilities of individual work.

In 1920 the International Council of Women will meet in Stockholm, Sweden.

## The Will to Succeed

By LYNN DAVIS HICKS

### WHAT WOULD YOU HAVE DONE?

What would you have done with this mother's problem?

Bill, Jr., was eager to do, but so easily discouraged. He always wanted to try to do things, to make things, but if he failed he would throw the things down on the floor and cry. In playing games, if he lost several times, he would refuse to play any more.

Do you know any grown person who has decided talent or ability but who is letting it rot through lack of cultivation and use? Have you ever seen anyone literally wrap his talent in a napkin—the napkin of laziness or of fear or of discouragement—and bury it? There is something about it that makes us third parties want to fight. We can readily understand the wrath of his lord who gave the talent, that the steward of the parable brought upon himself. "I gave you this talent and you have made nothing of it." The steward's excuse has always seemed a little hazy, as if his words were not expressing the real reason back of his failure. We wonder if, like Bill, Jr., he tried to do something with his talent and failed, so threw it down and cried. When asked by his master why he had not developed his talent, would he have dared to say, "I found that it meant hard work and I was too lazy to do it," or "I did try once and failed, so I didn't think that I could do anything with it," or "I hadn't the nerve to face the discouragement of failure after failure."

It does not seem that the trouble with Bill, Jr., is laziness. Laziness would be more jocular about giving up than Bill, Jr., who takes it so hard that he cries. He wants to succeed very badly, so badly that his eagerness makes him nervous and impatient. He dreads another failure so intensely that he will not risk it by trying again. He has not been born with the dogged determination or the self-confidence that are always necessary to success, even, it seems, in cases of decided genius. So not having these to go hand in hand with his intense desire to succeed, Bill, Jr., must be helped to develop them. The people who do the big things and get ahead are not the ones who say, "I can't, I know I can't, there's no use trying!" They are the ones who say, "I can! And I will!"

Someone has said that when this child throws down his things and cries they should be taken away from him. Is that going to the root of the matter? Is bad temper the reason for his throwing the things down? Would taking his blocks away give him the self-confidence or the determination that he must have developed in him? It is not the most desirable course to have his discouragement take, but it is a minor issue. If he were made to feel that in his second or sixth or tenth effort he would succeed, he

would not throw his things on the floor. But he hasn't the self-confidence to go ahead and make those intermediate efforts—by himself. Maybe he is using the wrong method. If someone would only sit down with him and help him—make him realize that practice and continued efforts are necessary and bring results he will have the courage to go ahead. With a child as sensitive to failure as Bill, Jr., it is important that he should gain the result for which he is striving. If he tries a thing, fails, and then is allowed to leave it, he becomes more and more convinced that he was right in his thought that he could not do it, and he must be trained in the thought that he *can* do it. He should not be set to tasks or encouraged to undertake things that are too hard for him. If he succeeds in everything that he undertakes he is going to begin to think that he can do things, after all. Have you ever seen the joy in a child's face when he bursts out with, "I thought I couldn't, and I *could*!" And then how they delight to try it again to be sure that there's no mistake about their being able to do it! It's more than worth the time and trouble it takes to give a little help or a little advice or encouragement. We can say to a child over and over again the old couplet, "If at first you don't succeed," but it will not mean one thing to him until he has proven it out a few times. And a child like Bill, Jr., cannot be forced to prove it out by himself. An encouraging "That is pretty hard; let's see if we can't do it together," would be more helpful to him than taking his blocks away or scolding him for his apparent outburst of temper.

But his mother worries because she wants him to be a good loser. She hates to see him act so ugly, she says, and refuse to play just because he's beaten. Yes, of course, we all admire the good sport who takes his whippings gamely, but with Bill, Jr., there is danger in making him too good a loser, because that will mean that he doesn't care whether he wins or not, which is exactly what a child of his temperament should be kept from feeling. To remind him that while he can't play *this* game so well he certainly can play that other one, softens the defeat and at the same time holds him up to respect his own ability and shows him that we can not excel in everything.

"But," someone says, "just playing a game! Why is that so important? What has that to do with his life's work?"

Just this. Every failure and every success that come to him whether in work or in games, does just that much more toward developing his self-confidence or his lack of it, which has everything to do with his life's work.



## **The Psychology of the Moral Development of Children**

By THEO. W. H. IRION,

Professor of Psychology, Southwest Missouri State Teachers College, Springfield, Mo.

*Note:*—The contents of this brief article were incorporated originally in an address delivered before the National Congress of Mothers and Parent-Teacher Associations in Kansas City on May 9, 1919. It is impossible to give in one article more than an outline of the subject, stating certain factors which the writer hopes may make the ideas in connection with this most important topic a little more definite.

### **DIFFICULTIES INVOLVED IN OUR PROBLEM**

Before entering upon the discussion of our subject it is necessary to clear away certain difficulties which tend to obscure the entire argument. These difficulties are particularly matters of definition and need not take much of our time.

The word psychology very often carries with it the impression of things mysterious. Many people have the idea that the ordinary person cannot understand a psychological discussion. In so far as psychology is a science it does not deal in mysteries but pursues experimental and objective methods just as any other science does. There is nothing of practical value in psychology that cannot be made perfectly clear to any one.

Another difficulty consists of wrong interpretations of the term "moral nature." Too often we suppose that the moral nature of the human being is a distinct part of his makeup. We forget that it cannot be separated from the physical and mental aspects of the child or adult. Moral training must of necessity be physical and mental training as well. When you deal with a human being you deal with a unity and not with parts separately developed and mechanically put together.

Most people do not take the time to notice the difference in moral standards for children and for adults. Children are not only physically different from adults but mentally and morally also. Morality is a matter of growth and development and we must expect changes in character during each year of the life of a child. That, in fact, is the hopeful aspect about the education of the child.

These various considerations must be kept in mind constantly if we wish to escape complications in our discussion.

### **THE ATTITUDE OF AMERICAN EDUCATIONAL INSTITUTIONS TOWARD MORAL TRAINING**

We have always had moral training as the aim of our educational efforts in the United

States. It is true that we express our educational aims in various terms at different times, but what we have always sought to accomplish was to produce individuals who would get satisfaction out of life and who at the same time would be able to make valuable contributions for the benefit of the rest of humanity. People who live thus are good people.

In the earliest days of our history, religion played such an important part in education that many are inclined to think that the whole aim and purpose of that type of education was a religious one. However, when we stop to reflect that people, contrary to popular opinion, were not so deeply religious then as they are at the present time, and that religion was little more than a moral code backed up by divine authority, then it is possible to understand that the aim of education was after all predominantly a moral aim.

A little later we thought of moral training in a more or less sentimental way. We talked much of personal influence and had great faith in the training value of good stories, stories that bristled with good moral lessons. We had no definite way of judging results nor could we prove the wholesomeness of our methods. This type of moral training continued until very recently.

Our present educational efforts are often characterized as intellectually top-heavy. It seems that we are more interested in transmitting facts rather than in creating a good character. Moral training seems to be an incidental thing and a kind of by-product. There is some justification for this criticism and yet I think that educators in general have not lost sight of the moral aim. They have merely become strongly conscious of the wickedness of ignorance, and consequently have placed the emphasis on knowledge. I hope to be able to show in this article that if knowledge is not the largest factor, it is at least not the smallest element to be considered in moral training.

If my analysis is correct, it would appear that the moral aim has always existed in our educational efforts, but that we have been lacking in a clear analysis of our problem. Out of this lack of knowledge of factors involved grew all sorts of incorrect or only partly correct systems of moral training. The chief trouble with all of them was that they furnished no knowledge of definite processes. It is my purpose in this short discussion to state rather dogmatically at least five factors that are involved in the moral development of children. It is hoped that with these factors in mind the whole proc-

ess will become more definite and more intelligible. This does not mean that the proper moral training will be made easy. To develop a good character is always a more or less difficult task and there is no formula which will make it a simple matter.

#### FIVE FACTORS INVOLVED.

*Two General Factors.*—The first two factors which I shall mention are general factors. They are absolutely essential whether you speak of character development in a narrow or in a broad sense. The first of these two factors is health.

It is not necessary for me to spend much time in the development of the factor of health. Every mother knows that a child not well is a bad child. Such a child is fretful, inconsiderate, develops a temper, and shows inclinations toward selfishness. Imagine the illness to be extended over a rather long period. Imagine these mental characteristics becoming permanent habits. You then have the picture of a character belonging to a child chronically ill. Such a child need not be desperately sick. It may be a weak child. The weakness may be due to prenatal malnutrition. When such a child comes into the world it may be undersized, underweight or undervitalized, or any two or all three of these. Such a child is an altogether unfortunate creature. Only those who have suffered from such a weakened condition can realize the tremendous special efforts required to overcome the discouragements that accompany a frail makeup. In such people cowardice easily develops and from cowardice to envy is but one little step. I know of no other trait of character so despicable as envy and I know of no condition that will so easily bring it about as physical weakness. If this physical weakness is due to postnatal neglect then the case is even more deplorable. If the cause of it all might have been avoided then the tragedy is complete. Therefore, I claim that if the organization of the Parent-Teacher Associations does nothing else than to spread the gospel of good health it does thereby justify its existence. Without a good physical basis the task of character-development becomes many times more difficult.

The next general factor I have decided to call disposition. Of course all of these factors are inter-related. When I speak of disposition in this article I have reference to the general attitude of an individual toward his fellow man, toward customs and institutions. Now the foundations of these general attitudes are laid in early childhood. The fundamental lines along which a disposition will develop are generally fixed at the age of four or five. On the basis of this disposition so established the child develops his character. Out of what does the child build his disposition? He finds the materials all about him in his most intimate social environ-

ment. Whatever he sees of considerateness, of refinement, of good naturedness, of joy, of honesty and open mindedness that constitutes material out of which his disposition will be formed. Whatever he sees of inconsiderateness, of crudeness, of spite, of vulgarity, of dishonesty, of stubbornness that too becomes material for the formation of his disposition. Here then is a problem for the home. The duty of helping the child to realize all the fine and beautiful things in his disposition becomes distinctly that of the home. There can be no shifting of this responsibility to the school nor to the church nor to any other institution. Parents often have their disagreements with each other and think nothing of it because they have certain mental reservations. Unfortunately the child knows nothing of these mental reservations and takes each word or statement to mean just what it says. Consequently, certain expressions of disappointment or anger, certain acts of inconsiderateness linger long in the mind of the child after they have been totally forgotten by the parents. It is a great mistake for parents to think that little children do not hear nor see. Because of this oversight, many times the home influences are spoiled by parents who are desperately attempting to make the home attractive. This then is the second general factor for which the home is responsible.

#### FACTORS THAT DEAL WITH CHARACTER DEVELOPMENT IN PERSONAL RELATIONS

We can speak of a character in the more limited circles of association, such circles as the family, the neighborhood, the immediate business circles and all other circles in which conduct, character, or moral make-up is a personal affair. In such relations the chief and fundamental factor operating to produce a good character is habit. Habits of truthfulness, honesty, straightforwardness, integrity, industry, neatness, cleanliness, and many others of a similar type form the basis of character in this limited sense. All of the common traits of character must be definite habits with us. It ought not to be necessary for us to have to stop to reflect and consider, to balance and weigh every time a problem of right or wrong, of honesty or dishonesty presents itself. We should be able to make our decisions immediately and without effort on the basis of well-established habits. Only then is a character good when the right things are done without effort or loss of time. Our moral nature in such situations must not be a conscious process, it must be a mechanical habit. We must be honest, for example, because we can't be any other way. It is impossible for most people to realize the tremendous force of habits in our life whether we speak of the physical, the mental or the moral aspects.

There are two habits which I feel deserve

special attention and I mention them even at the risk of departing somewhat from the purpose of my general discussion. We have in America an admiration for independence and freedom which is commendable. However, our desire for independence is so great that we often mistake lack of respect, yes, even impudence, for independence. As a result we fail only too often to establish the habits of respect and reverence. And yet without these habits there can be no good characters. The child that does not respect older people, strangers, superiors will also fail to respect institutions, customs and law. Such a child when grown will be law-abiding only when it pays immediately. A child that does not respect the things which have been held sacred in the past, a child that has not experienced the reverence due our leaders of the past, our sacred institutions, cannot have those traits of humility which people should feel in the presence of the tremendous problems of life. There can be no fundamental beauty of soul when the habits of respect and reverence are lacking.

Habits are not formed by talking about them. In the past we felt that the constant admonition to children to be good would make them good. We felt that if we reminded them often that they should be honest, then they certainly would become honest. As a matter of fact, a habit can be formed only through the practice of the particular thing to be fixed. If the child is to be honest then he must be made to respond honestly until such a response becomes a fixed habit with him. It is through practice that these habits are formed and made permanent.

It is an undertaking of entirely too large a magnitude to try to build up specific habits for all the varying situations of life. Yet it is not wise to leave the generalization of habits to mere chance. There is a big discussion on this topic into which we might be drawn at this point. For the purposes of this article it is better to avoid the debatable features and to suggest a few practical measures that can be taken.

An idea, under favorable circumstances, can generally be transferred to various situations of life. After habits have been established in certain definite connections and in certain concrete situations, it is well to raise them to a level of consciousness, that is, it is well to develop in the child the idea of these habits. In an earlier part of the discussion I stated that it was incorrect to begin with the idea of the habit alone. It is far better to make clear to the child the true significance of a habit after it has been formed in the child in certain definite connections than to spend much time at it before the habit has been established. After the child has the habit fixed in one connection it has a definite ground from which you can carry on generalizations. So in later childhood much time should be taken to clear up, in the

child's mind, the general meanings and the significance of certain fundamental habits. An attempt should be made to show the general applicability of these habits. That is what I call giving to the child the idea of the habit. Now if an idea can be given to a child in such a way as to make the idea seem desirable of attainment in actual practice, then the idea becomes an ideal. An ideal is an idea plus a desire to realize it. After the establishment of habits is well under way, our next task is that of the establishment of ideals. This process must be emphasized especially in later childhood and in early adolescence. Much ingenuity and skill can be employed in this connection and no attempt should be made to explain the process of ideal building in a hurried way. One suggestion I feel tempted to make, however, is in connection with our teaching of literature and history. Here we have an unusual opportunity of raising certain types of conduct to a high level of consciousness and of making these types appeal to the children.

The two factors which I have emphasized as dealing especially with character development in personal relations are habits and ideals.

#### FACTORS THAT DEAL WITH CHARACTER DEVELOPMENT IN LARGER SOCIAL RELATIONS

It is more difficult to be a good person at the present than it was in the past. In the earlier stages of our history all relations were rather personal. Now that the world has become small because of our means of transportation and our splendid methods of communication, we are forced into complex relationships with people not in our immediate communities. Our whole society life in America is no longer built up on the comparatively simple basis of the community. Our civilization has become very complex and a great many obligations rest upon us as individuals and as groups which were not felt when life was more simple. Of course, there is the compensating fact that such a condition also produces advantages which the older type of life did not offer. Yet it remains true that this complexity of life makes greater demands upon us morally as well as intellectually. The ever growing idea of democracy also puts tremendous responsibilities upon us. In a country, such as America, where democracy is no longer a political philosophy alone but a social philosophy as well, these duties become greatly increased. Therefore, in order to be a good man or woman requires more than mere goodness in personal relations and good intentions in all other respects. It is required of us to possess accurate information concerning the problems that fall upon us as members of this modern, complex civilization.

In speaking of knowledge as the most important factor in the development of a character in the larger relations of life we place the re-

sponsibility for this phase of moral training upon our schools. Here is a responsibility which the school cannot dismiss by pointing to the home. I am afraid that the school has not done all that it might in that it failed to make the knowledge which it attempted to develop only a sort of a pseudo knowledge. Only too frequently we develop knowledge which does not function and therefore is not real knowledge. In the development of knowledge we must proceed with certain definite objectives in mind. It would be too long a discussion to elaborate here on these objectives. They can only be mentioned briefly.

A good person nowadays must be able to make a comfortable living for himself and his dependents. He certainly must be able to express himself intelligently on political issues. He is expected to take active and efficient part in the various highly developed social institutions. In fact, he can develop fully only if he participates in the activities of these institutions. In a social democracy such as ours, only he is a good citizen who develops fully all the potentialities that are within him and the process of self-realization must go forward through the social institutions. Considering these facts it would seem that in our schools we should keep at least these objectives in mind:

1. Education must lead the student to find his vocation and must give him at least the knowledge of the elements of the same.
2. Education must make out of the student an enlightened citizen who has at least a fairly good grasp of our political situation, who appreciates our political institutions, who jealously guards our political liberties.
3. Education must give to our students a

fairly clear survey of our social situation, revealing to them our social problems and obligations, and showing them where and how to get accurate information.

4. Education must furnish to our students certain avocations which make life worth living and give them where matured those exercises which they enjoy in childhood in the form of play.

With these four objectives in mind a teacher has a basis for the proper selecting and emphasizing of subject matter. All of these factors emphasize the tremendous importance of knowledge as an element in moral training.

#### CONCLUSIONS

Our conclusions are of two types, negative and positive. Our negative conclusions are: (1) Moral training cannot proceed apart from physical and mental development. (2) Moral training is not brought about through mysterious processes. (3) Moral training is not an abstraction. (4) Moral training need not be indefinite.

Our positive conclusions are: (1) Moral training proceeds by very definite processes and depends on certain definite factors. Some of these factors are given under (a), (b), (c). (a) General factors: Health, Disposition. (b) Factors that deal with character development in rather personal relations: Habits, Ideals. (c) Factors which deal with character development in larger social relations: Knowledge, Skills.

Thus moral training is not one little thing which we do mechanically in our homes or schools, but it includes practically all of education.

### Freedom of Teaching in the Schools

John L. Gildsley, associate superintendent of Department of Education, New York City, in a speech before the Public Education Association said in part:

"The most important portion of to-day's discussion is the question of freedom of expression. One teacher of the De Witt Clinton High School was disciplined for certain things that he said. Another one was disciplined for certain things that he said and also for recommending a list of books to pupils in his class through the medium of a pamphlet that he put in the bookstore. These two cases bring the question flatly before us.

"I do not want to have a teacher in a public school system who wears a muzzle or who even wears a bridle. But there are certain kinds of people that I believe have no place in a school system. I believe that any teacher who needs to be muzzled in order to keep him decent or who needs to be bridled in order that he may not

run amuck among the morals of the students, is not the kind or person who ought to be in our school system at all. The remedy is not to limit freedom of speech, but it is to limit the kind of teacher that you have in your school system.

"I think the time has come frankly for us to recognize that there are certain undesirable types of people who are applying for admission to the teaching ranks, and who ought not to be in the teaching ranks. It is not an accident that this trouble has arisen only within the past two years. When I came into this school system twenty-one years ago, we did not have troubles of the kind we have been discussing, not because we were any less intelligent than the young men who are coming today, not because we were any less ambitious, not because we were any the less interested in the welfare of our pupils, but because in those days the men and women who came into our school system had been brought up in an American environment.



## THE OLD-TIME TRAINING

"We had been trained to believe that progress is a matter of slow development; that experience is a most valuable asset in life, and that we go on improving our day and generation by taking advantage of that which is past. For the last few years we have had coming into our school system some people who have never had the advantage of that experience; they have never had the benefit of these ideas; and they have come in not steeped in those Anglo-Saxon ideas, or more liberally those Western European ideas of which our President is so conspicuous an exponent.

"But they have come in with the idea that all that is old is useless; that that which has stood the test of time in matters of government, in matters of thought, is not worthy of their notice; that to believe in that which has stood the test of experience is to be old fashioned, whether it be in matters of government, in matters of the conduct of business, in matters of morals, or in matters of taste. Consequently our trouble arises at the present time not because our Board of Education is drawing a tight rein, but because we have in our school system teachers who have not the feeling that the first business of a teacher is to be decent.

"I realize that this is a strong statement, but I am prepared to defend it. For example, in a pamphlet entitled 'Toward the New Democracy' (page 84) we find: 'Modern psychology teaches that books in themselves cannot be objectionable; it is rather the subjective state of the contemplative mind that determines the objection. "To the pure, all things are pure." Consequently, you can take any book no matter how sensuous, no matter how lascivious, and put it into the hands of a boy or girl of fourteen years of age, and no harm will come.

"Now I do not wish to put limitation on the right of the teacher holding such views to speak. I say that man has no right to be in the school system. We won't muzzle him! We won't have him in the school system at all!

Men and women who are Marxian Socialists, who believe in the communist manifesto, have no right in the school system because such teachers believe in the overturn by force of those elements on which our civilization is based. They are opposed to the rights of property; they are opposed to the family as at present constituted; they are opposed to the very thing for which Lowell pleads—the right of every man to his chance in a democracy and to know that he has a chance.

"We are, then, face to face with the question of the day. We all agree that the idea of freedom of speech, freedom of thought; but, unfortunately we are confounding two ideas. Nobody desires to interfere with your freedom of thought as a person. You can think as you see fit. But what we are discussing today is the qualification of teachers in a public school. The term "inquisition" was used today and I was criticized because I called in some teachers of the De Witt Clinton High School and asked them certain questions about their views. It has been said that a man's views should not enter into the question of his qualifications as a teacher. But I believe that far more important than a man's conduct or what he says, are his views; for what a man thinks, that he is. Every teacher will inevitably teach that which he is. Therefore all remedies seeking to solve the question of what limits to set to freedom of speech will fail.

"The only remedy is to devise some system by which the teachers who enter a school system shall be the teachers who will take our boys and girls and make of them the kind of citizens that the majority of the people of this country desire them to be. I believe that the majority of the people of this country today, that the majority of the people of the City of New York, do not wish their children trained to believe that the best way to bring in the better day is by an overthrow of our present established institutions.

## "FUTURE RESTS WITH TEACHERS

"I believe in constant change. I believe that you all believe in constant change. I believe that we all think that tomorrow ought to be better than today and I agree that upon the teachers of this city rests the future of the city. To make that city worthy of the city's past is our task, and we ought to realize that it is our task.

"If we are not in sympathy with the beliefs, the aspirations of the majority of the people of this country, we do not have to remain teachers. It is always within our power to resign, to go out where we can think as we please and speak as we please. The unfortunate thing is that we, as teachers, think too much of our own individual welfare. The schools do not exist for our benefit.

"I, for one, cannot see why it is that the instant we find that a teacher is advocating a policy which is destructive of our American institutions, that any other teacher should feel called upon to come to his defence and to insist that such a man be retained in our school system. I do not believe that you do. I think those who do are very few in number."

## Is Your Parent-Teacher Association Functioning?

By MISS FRANCES HAYS,

Formerly of the Bellingham State Normal School

"The biggest thing in the nation so far as I can see is the fullest possible development and use of the Parent-Teacher Association. It is the keystone of a vigorous, virtuous democracy," said Philander P. Claxton, National Commissioner of Education. America must demonstrate to the world an efficient democracy. As national ideals are determined in the homes and schools, this great organization must come to understand its responsibility and opportunity for the establishment of high ideals for the welfare of the child in every community in this country.

Many associations fail to function for some very evident reasons. I would like to call your attention to a few of them:

1. *Lack of Motive.*—The aims of the National Congress of Mothers and Parent-Teacher Associations should be read at the opening of every meeting, until they are well understood by the members.

2. *Failure to Affiliate Actively with the State and National Organization.*—Why not devote one meeting, early in the year, to a study of the history, aims, scope of this organization and the way it may help local organizations. Many members have never heard of the Child Welfare Magazine, and a surprisingly large number never saw the state paper. Both publications are full and running over with information and suggestions of inestimable value. Both should be brought to the attention of every parent and teacher, and should be available for all to read.

3. *Entertainment.*—It often becomes the main purpose. Teachers often accuse parents of lack of interest in their children because they do not attend meetings even when highly entertaining in character. Child Welfare is the purpose of the P.-T. A. and parents will attend and work when they find that the meetings help them in the immediate and perplexing problems with their children. Entertainment must take second place, not the first.

4. *Personal Ambition and Church or Neighborhood Rivalries.*—The womanhood of America has risen above the domination of petty trivialities, and the best method of eliminating them from our associations is to think and work ever with great and worthy aims before us.

5. *Poverty.*—Our membership dues are 25 cents a year, which includes the state paper. Imagine the Elks or Rotary Club, or Chamber of Commerce conducting their work on the basis of 25 cents membership dues. The majority of members would be just as willing to pay a supporting membership of \$1.00, if

they understood how much more effectively the state and national organization could assist every local organization if they had the necessary funds to finance the work. Our state has organized a Bureau of Finance. Our slogan should be, "A live P.-T. A. in every school in the State of Washington this year," but we need money for such a campaign.

6. *Programs.*—Many associations need help in program making. The Washington State Branch is now planning program material which will be available this summer. Every school in the state should be informed of this, also that the U. S. Department of Education at Washington, D. C., publishes a bulletin on this subject, which may be had for the asking.

A loan collection of pamphlets and clippings on the subjects of the year would be of inestimable value in assisting members to prepare talks. Such assistance would be of equal, if not greater value than the use of loan papers, because of the personal effort necessary in preparation.

7. Too many addresses by outside speakers in proportion to the number within the association who are called upon to *coöperate* in the work and *participate* in the programs. There is a great deal of undiscovered ability in every association. The mistake is made of continually calling on the same three or four individuals. We are never going to have an efficient democracy until *the people* think, investigate, discuss and take action on questions of vital importance to the welfare of *the people*.

8. We need the coöperation of more men. Men and women must work together side by side for the welfare of the children.

9. Get the members of the association to studying questions of educational significance, such as—Scholarships for Children, Back to the School Drive, Vocational Training, Continuation Schools, The Subnormal Child, Free Clinics, Visiting Teachers, Playgrounds, Commercialized Recreation, Story Telling, The Boy Scouts, Camp Fire Girls, Social Hygiene, Courtesy, Community Centers, Neighborhood Service, Laws That Affect the Home and School, Teachers' Salaries, How Parents May Continue Their Education.

Appoint committees to investigate and report on such questions as, the Motion Picture, or Juvenile Delinquency. In Bellingham the Council of Parent-Teacher Associations has requested a standing committee in each P.-T. A. on Motion Pictures. They have sent to the National Board of Reviews for enough material to supply each committee. These committees will have

union meeting for general discussion and the development of plans for solving the problem of wholesome motion pictures in Bellingham and Whatcom County. The plan of standing committees insures the active coöperation of the members, participation by a large number of

people, and places the responsibility where it belongs.

We can have what we want, but the people themselves must really want the best possible conditions for their children and then coöperate intelligently in getting them.

### **Moral Corruption of Young in Russia**

Just how the extreme Socialist program in practice reaches out to corrupt and debauch the minds of children is illustrated by the object lesson afforded by Bolshevick-ridden Russia. In the *New York Times* the Geneva correspondent gives an account of the scientific program to poison the minds of Russian children worked out by Lunacharsky, Bolshevist Commissary for Public Education.

The *Times* correspondent gained his information from a Swiss school teacher who had just arrived from Moscow, where she had spent eleven years. He said:

"The most diabolical of all measures conceived by the Bolshevist rulers of Russia to perpetuate their domination is their systematic corruption of coming generations to undermine and destroy family life. To estrange children from their parents by encouraging them in unlimited indulgence of idleness and pleasure, to inculcate brutal and materialistic principles in the receptive minds of young boys and girls, is the surest method, the Soviet dictators think, to secure the duration of Bolshevism.

"In some cases entirely illiterate supporters of the Bolshevist regime have been appointed instructors. Thus the head master of the famous Alexandrowsky Cadet School is a former Corporal, whose first act of authority upon assuming his new functions was to prohibit the use of tooth brushes, tooth powder, combs, and all other toilet articles of a "bourgeois character." Some of the former school teachers have remained at their posts, but theirs is a sad lot. They are continually spied upon and subjected to every humiliation.

"There being no schedule of lessons, the scholars in the four higher classes decide themselves every day what they shall be taught. All educational questions are decided by school councils, whose meetings are, to say the least, extremely original. Side by side with the teachers sit delegates of the Scholars' Committees, children from the age of 12 upwards, and the decisions of the latter are obligatory for the teachers.

"Religious instruction, of course, is strictly forbidden, and even conversations on philosophical and moral subjects are regarded by the Soviet authorities as counter-revolutionary and prohibited. This prohibition is particularly fiendish because coeducation in 'absolute liberty,' as instituted by Lunacharsky, must

inevitably lead, in a primitive country like Russia, to revolting conditions if moral guidance be completely lacking. But it is a deliberate part of the Bolshevist plan to corrupt and deprave the children in order to obtain a lasting hold over them and to train them as future propagandists of Lenine's materialistic and criminal doctrine.

"With tears in their eyes the mothers of Russia tell you:

" 'There are no longer any children in Russia today, only vicious little brutes whose talk is of money and pleasure.'

"The unfortunate children of Russia must be delivered from their Bolshevist oppressors and seducers before it is too late. Otherwise, though Lenine may be finally overthrown, there will remain in Russia thousands of boys and girls morally corrupted, victims of the Bolshevist schools, who will be a future menace not only to Russia, but to the entire civilized world. The brave and upright men who are giving their lives in the crusade against the international criminals of Moscow are fighting for the children and mothers of Russia."

Captain Gustavus Ohlinger, who was in charge of investigations into German propaganda for the Military Intelligence, declares in a book recently issued:

"The rivalries among the liberated Nationalities of Europe, the possible misunderstanding and differences among the people who have fought the war for freedom, will undoubtedly, in the future, furnish fresh opportunities for German propaganda. Against this propaganda, and its resulting disintegrations and dissention, we must still stand guard."

Citing various outrages, dynamite plots, the fomenting of strikes, and the destruction of factories by German agents in this country while the United States was at peace with Germany, Captain Ohlinger very pertinently declares that these plots "recede into the background when viewed in relation to the far more dangerous and insidious conspiracy which Germany, through her agents, sympathizers and dupes, has prosecuted against American education."

Captain Ohlinger continues:

"Bridges, canals, factories and ships are mere physical properties, easily replaced. Our public education, on the other hand, represents infinitely higher values. In our schools are transmitted the traditions of the past; there are gen-

erated those moral forces which bind us together and vitalize us as a nation. They are the repositories of our national spirit, and national spirit cannot be made to order. It is born of the travail of history, of the sacrifices of countless thousands in the past, of the work of those rare geniuses that flash upon a nation's horizon as infrequently and mysteriously as comets from an unknown stellar system. Once perverted or destroyed, it cannot be restored. With it, there succumbs the nation, and the nation's institutions and achievements pass into history. The plots engineered by Kaltschmidt, Koenig, von Igel, Consul General Bopp, von Papen, Boy-Ed, Ambassador Bernstorff and their retinue of lesser malefactors have furnished the press frequent opportunities for sensational headlines. But the activities of these men are insignificant when compared with the insidious and far-reaching conspiracy against our education.

"Just as Germany planned her own educational system with reference to her military power, so she sought, as a part of her higher strategy, to enhance her superiority by insinuating herself into the morale and intellectual life of foreign countries. German schools and churches abroad she set down as important out-

posts of her power. If, in addition to supporting these institutions, she could introduce her agents into the native education, there disseminate doubt as to the validity of native traditions and with regard to the adequacy of established institutions, replace national spirit by a shallow cosmopolitanism, and foster an admiration of *Kultur* to the disparagement of national achievements,—then she could sap the very sources of moral resistance. It would be an easy matter to fit the people with a coat of *Kultur* cut to her own measure and according to her own patterns. This accomplished, political domination would come in due course, either through voluntary submission, or after a short war in which every moral and material advantage was with the aggressor.

"The evidences of this programme, a definite part of Germany's higher strategy, are writ large over the parochial schools, the public schools and the colleges and universities of America—they are as unmistakable as the gun emplacements which Germany built within the territory of her friendly neighbors. The purpose of both was the same—military conquest and political domination."

### Socialist Program to Debauch Children

In a series of remarkable and illuminating articles recently published, Rheta Childe Dorr tells of the Socialist program of proselytization among school children:

"There is one certain or almost certain method of holding young radicals through life. The method is being employed in Socialist locals, in centers like the Rand School all over the country. It consists in destroying all ideals of modesty, reticence, reverence for parents, respect for women or faith in any ultimate spiritual good. As a substitute for these ideals, without which the world would never have advanced beyond barbarism, the reds preach the most unbridled license in speech and behavior. They make any kind of religion, or even intellectual agnosticism, a possession to be ashamed of. Atheism of the most blatant kind is preached. Gross materialism is substituted for the ideals and dreams which are instinctive in the minds of all normal girls and boys. . . .

"So far as I know, as far as my reading of history has revealed, the first human beings who ever deliberately undertook a whole campaign to debauch the minds of their youth, the first ones who ever preached sex excesses as a duty, are the revolutionary socialists at work in the United States of America to-day.

"A teacher in the English department of one of our schools prepared a bibliography of contemporary literature which he recommended to his young students. This bibliography in the form of a small booklet, he caused to be placed on sale in the school store and to be advertised in the school paper. Included in this bibliography were books which the public library forbids even adults to read except in a private room under the eye of an attendant. . . .

"A standard work on anarchism, from the extreme anarchist point of view, was included, and for regular reading, periodicals later suppressed by the government. . . .

"The principal of the school knew that this bibliography had been prepared, but he did not know that it was on sale in his school until the head of the English department so informed him. The teacher was brought up on charges and dismissed from the school system. But his dismissal was a mere incident in the campaign to instill materialistic opinion into the minds of youth. . . .

"To indecent books add indecent pictures. Just now the New York Yipsels, the Young People's Socialist Leagues, are wallowing in what they call psycho-analysis, but which is really little more than education in sex license."



## Child-Welfare Notes

James Couzens, mayor of Detroit, in a written communication says of the prohibition rule:

*"The city has benefited enormously; petty crime has been reduced from 60 to 70 per cent; the House of Correction, previously overflowing and in need of expansion, has now only one third of its former tenants; visiting nurses of the Board of Health report home conditions enormously improved, and child welfare has received an impetus which millions of dollars in appropriations could not have effected."*

Corroborating the mayor's statement concerning the reduction in the number of accidents, a director of the Michigan Liability Company writes: "The actual accident frequency for the period of six months, from September 1, 1918, to March 1, 1919, has been diminished 11.3 per cent. below that for exactly the same period in 1917-18."

*"Criminal prosecutions in Detroit fell off 5,000 in the first six dry months. It costs on an average \$100 to conduct each prosecution, so in this item alone the city saved \$500,000. Not one additional judge or policeman has been hired to enforce the prohibition law. Murder, divorce, and desertion cases have been reduced 50 per cent. The population of the poor farm. Wayne County prison, and insane asylums has been greatly reduced. The state, in the first ten dry months, has spent about \$150,000, one third in Wayne County, which is practically Detroit, in the enforcement of the prohibition law. I think I could show items of benefit to the county and city that could be estimated in dollars and would show a return of several millions for the \$50,000 spent in law enforcement in Detroit and vicinity."*

## TEXAS HEALTH MAGAZINE

The State Health Department of Texas has decided to publish a magazine as an advocate of new public health. It asks all citizens to enlist in a life-saving campaign to save 25,000 lives in Texas through war on preventable diseases.

It is good logic to spend money to get well when sick; of how much more importance is it to spend money to keep well!

Tribute to the Texas Congress of Mothers is given and to its President, Mrs. E. A. Watters, in being the foremost supporters of health measures giving invaluable coöperation to State Department of Health.

The Care and Feeding of Babies is given much space in the initial number.

Texas citizens will surely reap the benefit from such practical advice as this number contains. It should be distributed daily to every new mother, for if that is done the infant death rate must surely decrease.

The Florida Legislature has passed the Mother's Pension Bill.

## "CHILD-WELFARE SPECIAL"

A big gray automobile truck known as the "Child-Welfare Special" has been put into the field by the Children's Bureau of the U. S. Department of Labor to test the usefulness of the automobile in carrying the message of better babies into rural communities. The truck is completely fitted as a model "well baby clinic" with a Government doctor and nurse in charge to examine children and give others advice concerning the care necessary to make and keep them well.

Such advice can be obtained by mothers in towns and cities at children's health centers; but the country woman is usually shut off from such sources of information concerning the proper care of her children. The Children's Bureau car will demonstrate a practical means of bringing education in child care to the doors of mothers who are far from infant welfare stations, and indeed often many miles from doctor or nurse. It is hoped that after a few months in the field a "log" of the car may be put at the service of organizations wishing to operate movable health centers.

The eagerness of rural mothers to gain such help as the Special can give them is demonstrated by the report just received by the Children's Bureau, of the reception given the car at Woodson, Morgan County, Illinois, the first stop. In spite of the fact that the threshing season was at its height, the Government doctor and nurse were almost overwhelmed with the crowd of mothers, fathers, and babies. Examinations lasted until late into the evening.

"Every mother," writes the Bureau nurse, "was more impressed with the opportunity of learning what, if anything, was wrong with her child than with the novelty of the motorized clinic. One mother who through an error lost her turn on the first day, and waited in vain all through the afternoon to have her children examined, returned on the following evening from her home several miles out in the country, so as not to miss the opportunity afforded by the special."

The local arrangements for the children's health conferences held in the car are being made by the child-welfare committees who were in charge of the Children's Year campaign conducted by the Children's Bureau in coöperation with the Child Conservation Section of the Council of National Defense.

## HIGH INFANT MORTALITY MENACES CZECHOSLOVAKI

One of the most serious problems confronting the new republic of Czecho-Slovakia is the alarming mortality rate, especially among its mothers and children.

The figures, as made public by the Red Cross, show that in three provinces, Bohemia, Moravia and Silesia, the deaths in 1917 exceeded the births by 61,642. The statistics for 1918, although not yet completed, will show even a larger mortality. These figures are especially vital when compared with those of 1914, the first year of the war. In that year there were 85,000 more births than deaths.

"This whole condition" reads the Red Cross report "is due to the undernourishment of mothers and children. In its investigations the American Red Cross found that many children had never tasted milk, not even mother's milk, as the women were too weak to nurse their babies. Seven-year-old children have the physical proportions of five, and ten-year-olds have not even the growth of a normal seven-year-old. One third of the school children never have any breakfast and another third are absent because they are too weak physically to attend."

The Red Cross has organized a system of soup kitchens and food distributing agencies throughout the country, through which it hopes to save the lives of thousands of mothers and children.

#### AID FOR SIBERIAN MOTHERS

To help Siberian mothers clothe and care for their babies, the American Red Cross has just sent to Vladivostok a shipment of infant shirts, toilet soap, talcum powder and similar necessities. The clothing material, valued at \$106,437 had been purchased originally for the making of layettes by the women of Red Cross chapters throughout the country.

Speaking of the great need for these supplies in Russia, Major Kendall Emerson, of the American Red Cross Commission to Siberia, now in this country, said "There are no sewing materials in Siberia and very little soap or talcum powder. The mother cannot make clothes for her baby. She can't get the thread and other materials. The high death rate among infants is not to be wondered at in view of the terrible living conditions. The modern American mother cannot realize the distressing handicap under which the mothers of Siberia labor in caring for their little ones."

The shipment included the following:

- 230,868 infant shirts
- 110,712 cakes of toilet soap
- 143,616 cans of talcum powder
- 3,306, 672 safety pins
- 272,170 yards of tape
- 103,104 thimbles
- 53,064 spools of thread

Among other recent shipments to Siberia by the American Red Cross were adhesive plaster and medical supplies costing \$15,355; ten White two-ton trucks and one 2½-ton Packard truck, together with typewriters and stationery, costing in all \$44,719.

#### FRENCH KIDDIES PLAY AMERICAN GAMES

Halfway up the narrow Paris street between its cliff walls of tenements you could hear the music. It rang out, gay and brassy and compelling, so that clusters of heads were poked out from high windows to turn in its direction. Then by twos and threes ran the children, worn sabots clapping, raggy petticoats whisking, frowsy heads bobbing, to the high board fence from behind which came the music. Within, a huge graveled field stretched at the foot of tenement walls, covered with a motley of children, in every species of garment known to the mind of the thrifty French mother, but with the universal touch of utter shabbiness which marks such workman's quarters as this part of the Thirteenth Arrondissement.

But the band was only the beginning. There were a few girls in American Red Cross uniform hustling among the shawled women and the multitudinous children. Two sleek-headed French girls in smart blue smocks were busy clearing a central space of ground and controlling a line of other children hopping with impatience.

And then the band began a new tune, a march. A long line of little French ragamuffins, brilliant with flaunting banners, swung down the middle of the cleared space. It was the march of the "Petits Soldats" that marked the opening of the demonstration of games, given by the American Red Cross, under the direction of the Congres Interallie d'Hygiene Sociale. For two hours, there in that gravelly plot on the old street of the Chateau-des-Rentiers, the children of the neighborhood danced and played their way through the program of games, demonstrating to the French world about them, especially to the distinguished French visitors, the value of organized play in the American manner. There were games with songs and games in circles; there was a delightful little folk dance, "The Double Violet;" there were games, as the French program read, "of attention and of agility," and the morning was concluded with a riotous affair of stride ball and volley ball, in which the older boys vociferously excelled.

The field is probably the first playground in Paris, rented from the city by the Assistance Publique and opened to the children of that workman's quarter. But the children, like all French children of that class, did not know how to play. They know, these children of the sidewalks, perhaps two simple games with songs, but they have no idea at all of group games, fundamentals of the social consciousness. Therefore the Jardin d'Enfants unit, with Miss Beulah Kennard, of Pittsburgh, as director of playgrounds, introduced American play methods in six Paris schools at the request of the authorities, and the demonstration at the playground was the result.

The work is going to be carried on by French girls instructed in American playground methods.

## Thrift Stamps and Statesmanship

Secretary Glass has announced that the Treasury Department will make permanent the policy of issuing Savings and Thrift Stamps which proved more popular and intrinsically valuable during the war than the general public has realized. It is also important to note that the announcement of Secretary Glass was made in response to the urgent request of the large and influential National Educational Association, recently in session at Milwaukee, Wis. Dr. George D. Strayer, president of the association, made the request in order that the educational value of the habit of thrift and saving should be made a part of the national life.

One has merely to visit some of our large "East Side" schools of New York and attend the various exercises on special and ordinary occasions to see how skilfully and patriotically the teachers have seized the opportunity which the Thrift Stamps afforded in order to give practical lessons in economy, sound business investment and real patriotic self-sacrifice. As an illustration of this it may be stated that in the Girls' Department of Public School Number 188, corner of Lewis and Third streets, Manhattan, the children purchased \$5,890 worth of Thrift Stamps during the school year of 1918 to 1919. These children came from families whose margin of earnings over the necessities of life is not large, and their purchase meant real self-denial. Nearby vendors of chewing gum and cheap candy noticed a decided falling off in their receipts.

Various recitations and drills are given in these schools by which children are taught just what these stamps are, and why they are bought. The additional work in bookkeeping, handling the money, etc., which these sales made necessary, is borne by the overworked teachers without extra remuneration, and also without murmuring. It may be added that through the instrumentality of this same school \$66,550 worth of Liberty Bonds were sold to the people in the immediate neighborhood during the same period.

This illustration is one of countless others that might be given. Special success in the sale of the stamps was achieved in the public schools of Elizabeth, N. J., and in other adjacent cities and towns. The foreign-born children, and those under some form of "foreign" influence in their homes, have proved to be especially open-minded toward the purchase of this form of Government security.

The most important factor in this policy of selling savings stamps is the political one, meaning politics in the highest and best sense. It is even more important than the economic factor, valuable as the habit of thrift and economy may be. The people who buy this form of small investment are in general those of small means, and are not always the most prosperous among the working classes. They are the people who first feel the strain of "hard times" or business depression and thus may easily become discontented, especially if they are more or less ignorant of the reason for the existence of "good" and "bad" jobs. They are the ones who serve as the first objective of the radical agitators, the flotsam and jetsam of decent society who are always trying to stir up discontent and what they are pleased to call "revolution." And attacks upon the government and appeals for its overthrow are always the main part of their stock in trade for argument.

The man or woman, the boy or girl of any years of discretion who has invested the smallest sum in stamps, even though it may amount to merely one War Saving Stamp, is not going to agitate for the overthrow of a government in which he or she has invested. It is the attribute of human nature, not to mention common sense, to desire first of all to get back in full return just what one has invested. This produces a sound, level-headed conservatism in the best sense of that much-abused word, which is of inestimable value to any organized and popular government.

—*Journal of Commerce.*

## Books Helpful to Mothers and Teachers

**Educating by Story-Telling.** Katherine Dunlap Cather. World Book Co.  
**The Religious Training of an American Citizen.** Francis Greenwood Peabody. McMullan Co.  
**The Second Line of Defense.** Margaret Slattery. Fleming H. Revell Co.  
**Moral Education in School and Home.** J. O. Engleman, A. M. Benjamin H. Sanborn & Co., Chicago, New York, Boston.

**How Boys and Girls Can Earn Money.** C. C. Bamsfield. Foches & Co. Chicago.  
**Education for Character.** Frank Chapman Sharp.  
**The Career of the Child.** Maxmilian P. E. Groymann.  
**Development of the Child.** Nathan Oppenheim.  
**Mental Growth and Control.** Nathan Oppenheim. Richter's Levana.

## Governors of 28 States Testify to Success or Failure of Prohibition

26 give verdict in favor of it.  
1 gives verdict against it.

Gov. Thomas E. Kilby, Alabama, says crime has been reduced 50 per cent. The new city jail in Birmingham has been empty over one year.

Governor Thomas E. Campbell, Arizona, says the best possible endorsement is that the voters, after two years trial, overwhelmingly adopted a more stringent prohibition bill.

Governor Charles H. Brough, Arkansas, says that the principal reason Little Rock secured the Camp Pike Cantonment was because of prohibition.

Governor Stout, of Colorado, says the state will never revert to old policy of licensing liquor traffic.

Governor Hugh M. Dorsey, Ga., is very much in favor of prohibition, which has gone a long way toward helping the people.

Governor D. W. Davis, of Idaho, says countless thousands of citizens have been benefited by elimination of liquor traffic; nothing can dim the shining light of the new era.

Governor James P. Goodrich, Indiana, speaks of great decrease in the number of jails which prohibition has brought.

Governor Henry J. Allen, of Kansas, says jails in many counties have been entirely empty for a long period. The sentiment of Kansas is today practically unanimous in its support.

Governor Carl E. Milliken, Maine, says recently prohibition has been enforced throughout the state and there has been a new demonstration of the value of prohibition.

Governor Albert E. Sleeper, of Michigan, says arrests all over the state have been cut down a quarter—the effect on business has been good.

Governor Theo. G. Bilbo, Mississippi, says prohibition has brought marked decrease in crime and marked increase in material prosperity. Our people are delighted with the results.

Governor Samuel R. McKelvie, Nebraska: There is no doubt that if prohibition were to be re-submitted to the people they would give it a much larger affirmative vote than it received when first adopted.

Governor Emmett D. Boyle, Nevada: The closing of saloons has brought noticeably beneficial results.

Governor John H. Bartlett: Conditions have been so much better under prohibition than under license that many former believers in license are now outspoken for prohibition.

Arrest for drunkenness under license in our eight largest cities were 6,987 under license

May, 1917, to March, 1918; under prohibition, 1,547.

Governor O. A. Larrajolo, New Mexico, is in favor of closing the saloon but against prohibition.

Governor Thomas W. Bickett, North Carolina: The prohibition question is no longer a debatable one in North Carolina. All have now become convinced of its wisdom and efficiency.

Governor Lynn J. Frazier, North Dakota, a prohibition state since 1889: With the enactment of the bone-dry legislation, the benefits of prohibition are ever more in evidence.

Governor J. B. A. Robertson, Oklahoma, is strong for prohibition. Crime has been greatly lessened, business conditions greatly improved, while the good effects upon the morals of the citizens cannot be overestimated.

Governor Ben. W. Olcott, Oregon: today the great majority of the people of Oregon are in favor of prohibition. Our experience under the bone-dry statute has been all for the betterment of the general public welfare.

Governor R. A. Cooper, South Carolina: Prohibition has brought splendid results. Business has gone forward, bank deposits have increased to an unusual degree. Countless homes have been made happier.

Governor A. H. Roberts, Tennessee: As a results of our experience the prohibition sentiment in this state is overwhelming.

Governor W. P. Hobby, Texas: I voted against state-wide prohibition, but after seeing its actual operations as shown by the effect upon crime and upon government in Texas, I am convinced of its practical value. The arrests for drunkenness fell from 14,178 in 1917-18 to 3,337 in 1918-19.

Governor S. Bamberger, Utah: Our penitentiary population has decreased. The people are happier; more money is being spent for legitimate purposes. Bills are being paid better, more home property is being purchased by working people.

Governor W. Davis, Virginia: The general benefit of prohibition upon the business interests, criminal record, peace and prosperity of the state is without parallel.

Governor Ernest Lister, Washington: There has been a marked improvement in conditions. The sentiment for prohibition is much stronger than ever before.

Governor John J. Cornwell: No man of intelligence, regardless of what was his position on prohibition, will today deny that the benefits arising from the suppression of the liquor traffic have been many.



## **French Adopt American Child-Welfare Methods**

Notification has been received at American Red Cross Headquarters from the officials of the Seine-Inferieure, a section of France embracing approximately 2,000,000 people, that they have taken over and provided for the permanent maintenance of an organization for the protection of mothers and children installed by the Red Cross. This reveals for the first time one of the many activities of the American Relief organizations in France that will be an enduring reminder of this country's friendship. Accompanying the official communication expressing France's gratitude to the Red Cross was a gold medal.

With headquarters at Rouen, the Red Cross work among the 40,000 French and Belgian refugee children was inaugurated about a year ago. The emergency organization has now become a permanent one in the prefecture and includes a model clinic for children, prenatal clinic for prospective mothers, dental clinic, school for social service workers, courses for midwives, school teachers and students, maternity hospital capable of eventually accommodating 1,600, school for children accompanying prospective mothers, children's hospital with 100 beds and a model dairy farm that provides fresh milk and other nourishing food for children and mothers who need it.

The success of the plan has prompted the city of Rouen to place social workers in all its hospitals, dispensaries, public schools and normal schools and to provide playgrounds at all the primary schools. Additional dental clinics for the children are also to be established. The numerous requests from other parts of France for information concerning the plan indicate, according to officials of the Department, that the system may be adopted with slight modifications throughout France.

Major Walter R. Ramsey, of St. Paul, Minn., was the American physician who organized the system and directed its operation.

Due to the influx of thousands from Belgium and northern France, Rouen had grown from a city of 150,000 to one of about 250,000. A great proportion of the new comers were refugees, a majority of the children coming under this classification. The government of Belgium having been removed from Brussels to Le Havre, not far from Rouen, accounted for the rush of Belgian refugees to the latter city.

The refugees and their children were packed in castles and other extremely old buildings that encircle the town's famous cathedral, the conditions under which they were trying to live in these sixteenth century structures being anything but desirable. With sickness on all sides and the dangers of an epidemic due to undernourishment and unsanitary living always imminent, these thousands of refugees were

practically without medical attention. The few French and Belgian physicians who had not been mobilized during the four-year struggle were needed by Rouen's civilian population and in local military hospitals.

After meeting the emergency needs of the refugees, Major Ramsey's next move was to establish a dispensary for the children in a building that had been provided by M. Charles Lallemond, prefect of the Seine-Inferieure. Mr. Lallemond had become deeply interested in the American doctor's plan to save the children and provide proper medical treatment for the prospective mothers. Major Ramsey assembled a staff of French women at the clinic, many of whom had seen war service during the preceding four years. Hundreds of children were treated there daily.

To a majority of cases, the children needed food more than medicine, while a survey of their homes disclosed conditions that made it impossible for them to keep well. To bring about an improvement in this latter situation a school for social workers was organized. The French and Belgian authorities provided the pupils who, after a theoretical and practical course, visited the homes of the refugees and instructed them along sanitary lines. With the assistance of the Mayor of Rouen, Major Ramsey arranged to receive a daily list of the new-born babies so that the mothers and infants might not want for proper attention. In this connection the Red Cross also sent letters to the fathers in the trenches telling of the arrival of their babies and assuring them that their families were being well cared for.

Midwives are one of the most important institutions in France, about ninety per cent. of the children born being delivered by them. The hearty coöperation of the association of midwives was enlisted through the establishment at the clinic of a course of lectures for them. These were largely attended. The placing of a social worker in one of Rouen's twelve maternal schools was followed by such striking results that the minister of education of France asked that they be installed in the other similar institutions and the primary schools.

A dental clinic for the children organized with the help of the American Army and the General Hospital of Rouen, the latter supplying a dentist, was next on the program of expansion. Then came the prenatal clinic where as many as fifty prospective mothers received instruction in one day. Medical care for mothers and babies was provided through coöperation with the Rouen hospitals. Further sympathetic assistance from M. Lallemond enabled Major Ramsay to obtain a building constructed on fairly modern lines which was transformed by the prefect into a

maternity hospital where prospective mothers could be cared for a month before confinement and a similar period after. One part of this building, which occupied a splendid site, was

converted into a school and dormitory where the older children, who accompanied the mother, could receive the proper care and instruction during their stay in the institution.

## Spoiled Mothers

By A. L. S.

Only a few days ago a mother said to me, "I never could see any failing in my own children." "No," I answered; "that was their grave misfortune—and yours." "I don't know about that," she replied dubiously. But all the time she is complaining to me of her children as they now are—their wilfulness, their disregard of her wishes, their obstinacy and selfishness. It is hard to strike a woman when she is down, to throw up at her her folly, her blindness, the errors that have brought trouble upon her. The words "I told you so" always sound a little unkind. And yet here was a case where the past had brought its own obvious consequences, where sorrow and failure had been positively asked for, where the certain fruit had sprung from seed that had been sown. It is too late to undo; only time, by its slow and relentless schooling, may perhaps save those children from the full result of their mother's foolish fondness. She had never learned the distinction between mere love and *wise* love; her constant yielding to each child's whim and wilful desire had only seemed to her a mother's natural kindness; she could not bring herself to see how unkind it had really been. And so the thing was done, and has to be undone as it best may.

But there are many young mothers today who may perhaps learn a lesson before it is too late. The responsibility of parenthood is a tremendous one, though love can lighten its burden; and yet the greater the love, the greater will be a sense of what is needed. For in the matter of direction, of tendency, it is the first ten or twelve years of our lives that really count for most; and it is just these years that are usually dealt with tenderly, fondly, with a blindness to defects of character that might then be remedied. Let no one think that the tenderness is wrong, or the fondness; no—we want more of these, not less. The young child, the growing boy or girl, should be cradled and lapped in affection. But it is the affection itself that means so much. Is it wise, or is it simply a devoted humoring and pampering? Against the natural impulse of all fond parents, we may take it that no child is actually perfect. When a father or mother declares that he or she can see no defect in the children, it is really a word of self-condemnation. The mother who says this is proving her unfitness for her high office. She has a human character to make or to mar; and she is wilfully

choosing to mar it. As years pass by, the little defects that were there all the time become noticeable; mother and child come to cross purposes, there is friction and discomfort, and the mother probably thinks that the child has changed sadly for the worse. But in reality the child has not changed; it has only developed; it has grown. The small faults and wilfulness and naughty ways that were once thought so pretty and so alluring, are now seen in their true light; the mother wonders what has come over the child. Other people know; other people saw, in the past, what was bound to happen. If they dared to speak a word of warning it was resented; the mother would stand no interference; the kindest suggestion that the child was being spoiled would cause an outburst. Any friend who merely hinted that the child had done wrong, or should not be given its own way in everything, was at once considered as an enemy, one who hated the child, or was jealous. Every interpretation but the right one would be given. Friends had to stand by and see the child's chance of future strength and happiness being ruined, and see that the poor mother was laying up a store of trouble for herself. And then at last the mother gives herself away, throws up her position: "I never could see any failing in the child!"

O mothers, while it is yet time, do not imagine your children to be perfect. Try to see the little failings and check them, now that it can be done gently and lovingly and successfully. Under no condition perhaps would your child grow into a saint; but it may so easily grow into a fine strong man, a woman of beautiful, helpful nature. You will not lessen the happiness now; you will indeed bring more true happiness, by a little wisdom and firmness sometimes. Do not diminish the affection; make it more, fuller, deeper, wiser. That is what is wanted. Remember how the joy, the strength, the right equipment of coming years, depend on these years when the child can be shaped and guided. It is easy now; it will be difficult, perhaps impossible, later. Gentle love will be enough now; harshness may seem necessary soon, because the child who can now be led may then need to be driven. What is actually needed is a leading force, not a driving force. The very things that are laughed at and encouraged in childhood, may later become the faults that are most blamed; what

seemed laughable in the child is seen to be hateful in the older boy and girl. And then, when an attempt is made to undo, the mother appears hard, unkind, tyrannical, simply because she had not known how to rule when rule only meant wise loving. And the character of the child who has been pampered and spoiled has to face the world without the strength, the commonsense, that might have been gained; much has to be

learned later that could so easily and tenderly have been taught early. The love that is best love that helps, strengthens, encourages—a divine and stimulating love, not weakness and fond selfishness. Shall a child suffer all his life through the weakness, the laziness, the blindness, of his parents; or shall their true love help him to become a man?

## Convention Echoes

By LILLIAN C. ORME

Though our national convention is past history we feel that there is not one member who attended who has forgotten the splendid Missouri spirit. Personally I feel that we have never had a convention where we have had more fine courtesies paid us, and while we did not go to Kansas City for social events, they crowded on each other so fast, and each one better than the last, that the whole thought left with us is that the Missouri women and men too, were bent upon one task during the week of our convention, and that was to make their guests happy.

On the Saturday afternoon before the convention the state president of Missouri, the state press chairman, and several of the other state workers accompanied the national press chairman to the Kansas state convention. There we met many fine-spirited women, women who have a great vision of child-welfare, and not the least of them was their gracious state president Mrs. J. K. Codding. Her sweet, motherly, kindly face beamed upon us from the platform.

Kansas has done a fine work, and under the leadership of their fine state president they will go forward rapidly.

On Sunday afternoon we again went across to the Kansas side where there was a mass meeting. Short speeches were made by the national president and national vice-presidents.

Who shall describe the banquet at the convention hotel on the opening evening? Absolutely nothing was omitted. The ever-present Mrs. Yingling, my most excellent successor in the press work for the national, was chairman of arrangements, and we marvel at the way things were carried off that night. More than 700 sat down to the banquet. The Baltimore hotel had no room large enough to seat them all in one place, so each speaker was compelled to make their address three times. If we doubted that we were welcome, before that evening, surely Mrs. Sheldon, president of Missouri, Mrs. Goodson, president of the Kansas City Council, and Mrs. Weeks, a pioneer member of the Congress, left no doubts in our minds that we were not only welcome, but that they stood ready to

make us happy and comfortable at all times. This spirit pervaded the whole convention.

One of the entertainment features was a visit to the wonderful schools of Kansas City, a personally conducted visit by the superintendent of schools, Prof. I. I. Cammack. We visited the Lathrop Trades school, a very splendid example of what can be done to keep boys in school, giving them the kind of work that will enable them to leave the schoolroom equipped for life's duties. In one school we visited the primary room, and for our benefit the teacher asked the little folk if they wanted a play time. Of course they did, and each one got a toy and they went at their play as naturally as a child does his eating, showing that in the Kansas City schools the spirit of initiative is being developed, for nothing can develop it like play.

Another fine school was the fresh air school. Here the physically unfit are being brought back to health and are learning at the same time, and one thing about this school that impressed us was that the teacher told us that almost every parent coöperated with her, thus making the work much easier.

A choice place in each grade school is given to the kindergarten children. There we witnessed them playing ball to music, learning to do things in a community way, and thus laying the foundation for a broader citizenship than previous generations have had.

At the Bryant school a pleasant surprise awaited us: after watching a folk dance by a class and looking into the various rooms, one of which was in charge of one of the boys—they have an approach at self-government here—we went to the domestic-science room, where girls from the fourth and fifth grades served tea and sandwiches to the ladies.

One of the most interesting and perhaps the most wonderful schools in Kansas City is the one in which the deaf children are being taught to talk and sing. We witnessed several exercises by the children and it was marvelous to see and hear those children who have been from birth, make sounds that could readily be distinguished and their meaning understood. But the most wonderful thing about this school was

the way the children listen to the music; they do it with their hands. The last school we visited was the Kearnes School; fully 90 per cent. of the children in this building are Italians. They come from homes that know absolutely nothing about sanitation, domestic science, or manual training, and to watch those children of the fourth grade handle tools, to see the result of their work was most inspiring. After we had made a tour of the building we were entertained at an excellent luncheon, cooked by the girls of the domestic-science class. We ended the tour of the schools at this building after more than four hours of riding over the splendid streets of Kansas City and getting a glimpse of their wonderful educational system. We only regret one thing, and that is that there are not more men like I. I. Cammack with a great vision of education.

The national board was most graciously entertained at the Central High School building by the girls of the domestic-science classes on Tuesday noon. Here we were served a luncheon that was a work of art. Every detail had been carefully worked out by the girls and nothing was omitted. It was one of the most beautiful social affairs of the whole convention and one that lingers long with the writer. We appreciate the fact that here is another evidence of wisdom on the part of the superintendent of the Kansas City schools, training the girls to be homemakers.

How shall we describe the Boulevard ride that was given to the delegates and visitors on the last afternoon of the convention? Through the untiring efforts of the chairman of automobiles, Mrs. Riley, we toured the city in some of the finest automobiles made. We had women chauffeurs and liveried chauffeurs, but that was not the attraction of the ride, it was the wonderful city we saw, and the wonderful spirit of hospitality that was displayed all during the convention, that made this crowning event one which will always be remembered. After nearly four hours of continuous driving around the boulevards and out along Cliff Drive we went back to our hotel, wondering how they did it. To say we had a good time at Kansas City is a mild way of putting it.

We do want to say that the Missouri women came through. They financed the convention in a most admirable way, raised enough money to pay all expenses, and we feel that the national owes a great deal to Missouri for making this one of the very best conventions ever held.

We have not forgotten you, Missouri; we are still thinking of your fine women, your wonderful spirit of hospitality, and while we thank you again for the pleasant week we had among you, we know that you have made it hard for the state that entertains the next national convention, for they will have to work hard if they go ahead of your splendid efforts.

## PROGRAM FOR PARENT-TEACHER ASSOCIATIONS FOR SEPTEMBER

**The Programs given from month to month require the service of three members of the association for each meeting. They develop home talent, at the same time providing papers of educational value in child-nurture. They ensure a high standard for the season's meetings, and awaken wider interest in child-welfare as the members learn of the movement throughout the world.**

### **FIRST TOPIC—Psychology of Moral Development of Children.**

**Is Your Parent-Teacher Association Functioning?**

### **SECOND TOPIC (To be assigned to another member).**

**What Parent-Teacher Associations in other States are Doing.**

### **THIRD TOPIC (To be assigned to third member).**

**Current Events in Child-Welfare from Child-Welfare Notes and elsewhere.**

**List of Loan Papers in Child Nurture suitable for programs may be secured by sending 2 cent stamp to National Congress of Mothers and Parent-Teacher Associations, 1314 Mass. Ave., Washington, D. C.**



## STATE NEWS

## IMPORTANT NOTICES

News items from the States must be in the hands of the editorial board by the FIRST OF THE PREVIOUS MONTH to ensure their appearance in the next magazine. The editorial board earnestly asks attention to the necessity of complying with this rule.

The magazine invites wider correspondence with local circles and associations. Send us reports of what you are doing. It will be helpful to others.

The necessity for brevity will be realized, as space is limited and every month more states send news. News is WORK DONE, OR NEW WORK PLANNED. Communications must be written with ink or typewritten.

The CHILD-WELFARE MAGAZINE offers to every NEW circle of fifty members one year's subscription free provided that with the application for the magazine is enclosed a receipt from state treasurer showing that dues of ten cents per capita have been paid, and second a list of officers and members with their addresses.

This offer is made to aid new circles with their program and to give them the opportunity to become acquainted with the great organized parenthood of America.

Subscribers to CHILD-WELFARE MAGAZINE should notify the publishers before the 15th of the current month if the magazine is not received. Back numbers cannot be furnished unless failure to receive the magazine is immediately noted.

### Dates of Annual Conventions—National Congress of Mothers and Parent-Teacher Associations

ALABAMA.....November  
INDIANA, Indianapolis.....Oct. 30, 31–Nov. 1  
IOWA.....Oct. 8, 9 and 10  
KENTUCKY, Louisville.....Nov. 5, 6 and 7  
MASSACHUSETTS, Pittsfield..Oct. 7 and 10  
MISSISSIPPI, Gulfport.....Oct. 30, 31–Nov. 1

NEW JERSEY, Newark.....Nov. 14 and 15  
NEW YORK, Gloversville...Oct. 7 and 10  
OHIO, Cincinnati.....Oct. 30, 31–Nov. 1  
PENNSYLVANIA, Lebanon...October 2, 3 and 4  
TENNESSEE, Knoxville.....Oct. 2, 3 and 4

#### California

##### First District California Congress of Mothers and Parent-Teacher Associations

An open meeting of the First District California Congress of Mothers and Parent-Teacher Associations was held June 19, 1919, in the Auditorium of the Broadway Department Store, Los Angeles.

This was for the purpose of hearing the reports of the National Convention held at Kansas City and of the State Convention held at Santa Cruz.

The meeting opened with the president, Mrs. C. S. Thompson, presiding.

Mrs. Davis, state chairman of Patriotism and War Service, led the audience in the salute to the flag.

Mrs. H. W. Edgar gave a most entertaining report on "The Humorous Side of the Convention" which was well illustrated by drawings.

Mrs. W. A. Galentine led in the yell which the fifteen delegates from First District gave many times during their stay in Santa Cruz.

Mrs. E. S. Janes gave a report of the department chairmen. She spoke particularly of the membership and patriotism and war-service work; said that the first district went over the top in membership and that one half of all the associations in the state had done Red Cross work and bought Liberty Bonds. She also spoke of the child labor, child hygiene, and scholarship work done.

Miss Florence Galentine, daughter of Mrs. W. A. Galentine, our parliamentarian and chairman of legislation, gave an interesting Indian Club Exhibition with her mother at the piano.

Mrs. Genevra Wall spoke of her impressions of the State Convention. She *thought* she knew the delegates of our district *before* attending the convention, but *positively knew* that she knew them *after* she had attended the convention. She referred to the fine atmosphere and relationship with one another which was so much appreciated.

Mrs. C. M. Knox spoke of "What Santa Cruz did for the Convention."

Mrs. C. J. Strangman took for her subject "The Things the Others did not Say." She mentioned the subject of "Illiteracy" that was brought up at the convention. Education does not make for Americanization but State Superintendent Wood said that the Parent-Teacher Associations make for Americanization of the American born.

Then occurred the wonderful and excellent report of the National Convention at Kansas City by our delegate and president, Mrs. Thompson. She spoke of the vocational education along farming lines, etc., of Mrs. Allen's pamphlet on "Home Sanctity," the unfinished reports, Mrs. Noble's report, 3,000 orphans in Pennsylvania on account of the influenza, 300 schools closed for lack of funds. Some of the states spoke of one half of the Association presidents being men. Spoke of raise in teachers' salaries, school gardens and referred to Dean Russel of the State University of Iowa, just returned from Russia. Mrs. Thompson said the First District is in a class by itself and should have a place on the program and Board.

Dr. Jessie Russell, State President, spoke of the internal and external work of the National Convention and of the State. Emphasized legislation, numbers, enthusiasm, conferences. Said the State Convention will meet in Los Angeles next year and that possibly an invitation may be extended to the National to be held in Los Angeles next year.

The First District California Congress of Mothers and Parent-Teacher Associations held the July Board meeting at Long Beach in the form of a picnic. The Long Beach Federation provided and served coffee supplementing the box luncheons.

The War Service work will be continued under the head of Patriotism. Mrs. E. L. Jones reported that the First District went over the top in membership—that one half of all associations in the state had done Red Cross work and bought Liberty Bonds.

### CONNECTICUT

The executive board urge a full attendance at the five important gatherings of the year.

The only way to have the Congress a benefit to your club is to keep in touch with the work it is promoting, the work which ought to be accomplished by an organization bearing such a name as ours. We need your interest and advice as to just what work we should select. Your club has joined the Congress because it wished to have a part in the great welfare work of the nation. Will you make an effort to be in your place at each regular board meeting during the coming year? Start the club year in November with a record-breaking attendance!

### MEMBERSHIP

Each club should aim to have a membership so large as to make it financially independent. Be a self-supporting and self-respecting body!

Have you heard that the Mothers' Neighborhood Circles of Hartford won the gavel for 1919 by an increase of 78 per cent. in its membership? Appoint a wide-awake membership committee in your club and see how nearly you can reach this percentage of increase in 1921.

A gift of \$75 to the President's Fund arrived and with it the privilege of granting three life memberships to the Connecticut Congress of Mothers. The following were named as recipients: Mrs. H. Wooster Webber, Mrs. S. Wales Dixon, and Mrs. G. B. Chandler.

### KINDERGARTEN EXTENSION

The Department of the Interior at Washington is urging larger number of kindergartens. Our national Chairman, Miss Bessie Locke, is in close touch with our new state chairman, Mrs. E. I. Petze, 435 Farmington Avenue, Hartford, and she is anxious to help you establish kindergartens in your locality.

### W. S. S. SOCIETIES

In accordance with the request of the federal government that all women's organizations aid the continued sale of thrift stamps, such a state committee has been created and Mrs. R. H. Bannell, 355 Grand View Ave., Waterbury, has been appointed. Write her for information and literature.

### DELAWARE

Owing to the influenza epidemic a ban was placed on all public meetings, and our state meeting was postponed until October. While the schools of the state were closed, and no meetings were held last fall a great deal of work was done by the Parent-Teacher Associations. The Child-Welfare program arranged by the Children's Bureau, for Children's Year was directed by the president of the Delaware Branch of the Congress, who was state chairman, and two of our officers were county chairmen, Mrs. Cleaver, New Castle Co., and Mrs. Cooke, Sussex Co. Many of our presidents served as district chairmen. While other organizations helped, the Delaware Congress took the lead and directed the work. The direct result of this work is a bill passed by the legislature appropriating \$50,000 to continue the work.

### GEORGIA

#### Mrs. Walton H. Wiggs Died June 6, 1919

When the spirit of Mrs. Walton H. Wiggs left its earthly tenement her countless friends lost one of their truest, most loyal and devoted friends, her children a loving mother and wise counselor and the community one of those rare women who filled so many places with efficiency. Her great object in life seemed to be to "do for others" and this is the greatest tribute that can be paid to a loved one passing on.

She was a staunch supporter of every movement for the betterment of humanity, both in church, home and school. In her death the Georgia Branch of the National Congress of Mothers and Parent-Teacher Associations has lost one of its most faithful workers and advisers, for during its entire history, she being one of its first officers, none has been more loyal both with time and money. Child-welfare has occupied her foremost thought and for ten years past she has worked incessantly to promote and sustain all that pertained to it.

For the past two years she has had two bills before the Legislature, one to make provision for the Defective and Delinquent child and the other to secure the passage of the Mother's Pension Law. Others may reap what she has sown, for she passed on before the gathering of the harvest; but to this noble woman is due the honor of sowing the seed of these two important movements in Georgia.

Hers was a human love, showing itself not in words but in deeds. Her friends, who know her best, know the greatness of her character. In her life she had practiced the advice of the Quaker.

"I shall pass through this world but once. Any good thing, therefore, that I can do, any kindness that I can show to any human being, let me do it now, let me not neglect nor defer it, for I shall not pass this way again."

## INDIANA

On June 24 the Governor of Indiana called thirty state organizations to meet in the State House to consider how to coördinate and coöperate with each other in making Indiana as efficient in peace times as she was in war. The Congress was represented by the president of the Indiana Branch, Mrs. Hence Orme, and her message was the first intimation that many had of the great importance of the work that the Congress is doing in state and nation. Miss Julia Lathrop, of the Children's Bureau, brought a message of much value in regard to continuing boys and girls in school.

The next day we attended the state meeting of the educators of Kentucky and delivered an address before the Teachers' Association, which we hope helped the work along in Kentucky. While there the president of Indiana, Mrs. George Weldon, who is a most charming hostess, entertained the president of Indiana, with a most beautiful luncheon at the Pendenis club. Here we met many of the educators, members of the state board of Kentucky and the State Superintendent of Public Instruction of Kentucky.

It was our good fortune during the month of June to visit the state President of Ohio, and witness the splendid coöperation Mrs. Sawyer is getting from her state educators. The occasion of our visit to Columbus was to attend a conference of state Extension workers of the Ohio State University, and the president of

Indiana has been engaged as a member of that force to lecture on Child Welfare and topics of interest to farm women.

The state plan this year will include three vital things, a complete health program, a study of thrift, and special work with the school attendance officers in each county.

Several new Parent-Teacher Associations have affiliated with the state.

The state president is attending many county teachers' institutes this summer and fall, and presenting the matter of a Parent-Teacher Association in each school district. Interest was never so high, and we feel very much encouraged over the prospect for the coming year.

In connection with Dr. Black, of Indiana University, the state branch will carry on a drive for better rural schools this coming winter. It is the plan to carry the message to farmer's institutes, to get in touch with the Farmers' Federation of the state, Rotary clubs, and other organizations and get their help.

Indiana University has asked the state president to prepare material for a Parent-Teacher Bulletin to be published by the University, and as fast as she can she is gathering material for this bulletin, and it is expected that this will gain the state many new members, as the University will print several thousand copies for the state.

The Indiana Branch of the National Congress of Mothers and Parent-Teacher Associations will hold its annual meeting October 30, 31 and November 1, simultaneously with the Indiana State Teachers' Association, in Indianapolis. The Lincoln Hotel will be headquarters for the convention. There will be a banquet at which the Governor, the president of Indiana University, the national president of the War Mothers of America, Mrs. Milton P. Higgins, a national vice-president of the National Congress of Mothers, and others will speak. The state Teachers' Association will coöperate with the Indiana Branch in lending speakers and placing our program in their official program.

The Marion County Council assisted by members of the Indianapolis Federation of Parent-Teacher Associations, will be hostesses for the convention.

## KANSAS

### PRESIDENT'S REPORT

We as an organization took for our state motto at the opening of the biennial, the following: "I pledge to express my patriotism by doing better than ever before whatever work I have to do; by rendering whatever service I can to my community and country; by living up to the highest standards of character and honor and helping others to do the same." This, interpreted in Kansas language, meant the helping in every way possible every department of patriotic service made necessary by the war,

not ever losing sight, however, of the object for which we are banded together; the betterment of the child life of our nation and the world.

The first year, we held meetings quite regularly and commenced a campaign of publicity, presenting our cause at the annual meeting of the State Federation of Women's Clubs; state meeting Equal Suffrage Association; State Council of Defense and other organizations.

Our red-letter day probably was when we were made a department in our State Teachers Association and given a place for a round-table conference, which was addressed by our superintendent of public instruction, Mr. W. D. Ross, and others of our best educators.

This meeting brought us in closer touch with our educators than had been possible in our organization before. To further a closer co-operation, we sent letters to all superintendents of cities of first and second class, asking for reports as to Parent-Teacher Associations in their cities. In many cases, the answer brought inquiry as to how they could have an organization and possibilities of the same. This gave the very interest needed for our work. As a result, we have grown from a membership of 1,500 two years ago, to between 3,000 and 4,000 members, at our last biennial.

It has been a steady natural growth, each member interested, doing faithfully and well their part in keeping awake the interest in Congress work. This year, we also added three new departments of work: Social Extension and Sanitary Survey, with Prof. Elmer, of Kansas University as chairman; Childs Saving or Thrift, Superintendent Moore, chairman; Commercialized Amusements, Mrs. J. L. Briggs and Mrs. Carl White as chairmen.

This latter has been most instructive as to how we can have wholesome and helpful motion pictures for a family night at the picture house, rather than a juvenile exhibit, believing that the family life of our communities needs strengthening and bringing together in a common interest; such would be helpful by parents and children spending an evening together, enjoying the same entertainment.

We shall continue our membership drive, and work for new associations, for through numbers can the greatest good be accomplished. We hope to increase the membership at least 100 per cent. this year and more if possible.

This subject could and should be much enlarged upon, but space forbids. Many letters of inquiry have come from different states, and even from far-away Sweden, as to our work in this department.

Our Legislative program has been to help strengthen the Mothers Pension Bill, School Age and Truancy Law, Teachers Pensions, Supervisor of Health in all Schools and other health measures, as endorsed by our State Board of Health.

At all times we have had the heartiest coöper-

ation of our State Board of Health's Office, as well as our State Superintendent of Public Instruction and Child-Welfare Department of our State University. This has been most helpful to our work, for which we are truly grateful.

Taking all things into consideration, we as an organization have very much to be thankful for in the past biennial. We wish to thank our national officers for their kindness and constant help. We are trusting our coming days may be full of service.

We hope to bring to the Parent-Teacher Associations, a keener interest in the Smith-Lever plan of helpfulness, in making it possible for any circle to have a trained and competent instructor in the department of home economics, for a short term, said instructor to be sent from the division of college extension, Kansas State Agricultural College.

Also make fuller use of the Smith Hughes funds. Seven schools in our state now carrying the vocational training work. Helping many a child to know the possibilities of their own constructive powers. All this through the help of the Smith Hughes Bill.

We hope to further the interest in health supervision, till the health of every child is as carefully graded, as the grading of his monthly report. To this end, we earnestly desire the closest coöperation of the undivided Parent-Teacher Associations, with our state board of health and our state superintendent of public instruction.

Our slogan for this year is a Parent-Teacher Association in every county of our state. Our aim is to make our work fit the need of each community, ever keeping in mind the welfare and proper growth of the child, as our primary and fundamental purpose. To do this work well is one of the big things the Kansas Branch wants to do in this state, and thus aid the national.

## MASSACHUSETTS

On June 17 the Townsend Parent-Teacher Association held its annual meeting. Children have been encouraged to protect birds and to build bird houses. An evening was devoted to the reading of essays on birds and prizes were given for the best. The association conducted a tag day to raise money for prizes for the best school gardens. 200 children had gardens. A meeting was held in the Finnish district and with the aid of an interpreter, talks were given to the farmers on fruit raising, and to the mothers on diet and the care of children. A dental clinic was much needed, as Townsend is eight or ten miles from the nearest dentist. The Parent-Teacher Association coöperated with the county Farm Bureau and the Red Cross and secured treatment for 113 children, 75 of whom had had no dental care. These are only some of the accomplishments of the



Townsend Parent-Teacher Association. Worth while, isn't it.

#### FIRST NEW ENGLAND COUNCIL

For the first time, the New England Council of Parent-Teacher presidents and delegates was held on June 10 in Boston at Hotel Vendome. It was interesting and inspiring, because all the people attending were vitally interested in child-welfare and were full of ideas. Four state presidents came: Mrs. Milton P. H. Higgins, of Massachusetts, Mrs. George B. Chandler of Connecticut, Mrs. Frank W. Pier, of Vermont, and Mrs. Charles H. Remington, of Rhode Island. There were three delegates from Connecticut, five from Rhode Island and six from Massachusetts. Reports of important features of the work being done in four states were given and there was a general exchange of stimulating ideas. It was decided to hold two meetings a year—one of them in connection with our annual state convention. Mrs. Higgins entertained at luncheon all those attending the council and a few other guests.

It was a matter of regret that there were no representatives from Maine or New Hampshire.

#### MEETING IN WORCESTER

Nearly fifty women assembled at the house of Mrs. Milton P. Higgins, Worcester, on June 6, in response to an invitation to local presidents to meet the state board of managers for an informal conference. The day was most profitably spent in discussing such matters as putting the state work on a firm financial basis; making the Bulletin pay for itself and serve the largest number of Parent-Teacher workers; training leaders (with North Field Summer School as the answer); publicity and how best to get it; best methods of securing the enactment of legislative bills to improve educational advantages for children.

Much enthusiastic interest was shown and evidence given of much good work in associations.

#### MISSISSIPPI

A meeting of the Child-Welfare Committee of Mississippi was held at the Carnegie Library, Jackson, with Mrs. H. P. Hughes of Lamar, chairman of Mississippi and Special Agent for the Children's Bureau, presiding.

A plan for the continuation of the child welfare work in this state was decided upon. According to this plan the Mothers' Congress and Parent-Teacher Association will direct the school drives and recreation movements under the general supervision of the state chairmen. The public health phase of the child welfare work is to be carried on under the supervision of the state chairman working through the Mississippi Tuberculosis Association.

The Child-Welfare Committee is the first to

take advantage of the offer of the Mississippi Tuberculosis Association, which in effect is that any individual, committee, club, or organization in the state desiring to conduct a health movement may make use of the State Tuberculosis Association as a medium through which the work can be carried on in a systematic and organized manner, until such time as an organization for the specific work in question can be formed with sufficient funds to carry it on, or until the work can be turned over to be maintained by the state, county or city as the case may be. In this coöperation of work it is the desire of both the Child-Welfare Committee and the Mississippi Tuberculosis Association, that the work shall be accomplished with the least amount of energy, time and money to attain the best results and that the Child-Welfare work shall continue as a work distinct within itself.

It will be the purpose of the Child-Welfare Committee to educate the public to the need of furnishing to the state and county authorities the proper funds for this purpose.

Mrs. Hughes appointed Mrs. Edward McGehee of Como, as the state chairman, which appointment was confirmed by the committee and is to be submitted to the head of the Children's Bureau in Washington for confirmation and Mrs. McGehee will select her committee of co-workers. In view of her great interest in this work in connection with her position as state chairman of the Women's Council of National Defense, the appointment of Mrs. McGehee was a most happy one and it is believed that the success of the child-welfare work in Mississippi is assured.

It is only proper that a Parent-Teacher Association should do everything tending toward a bettering of all educational affairs and to this end a slogan was adopted—"A Parent-Teacher Association in Every school in Mississippi"—and to further the movement a committee of three, Mrs. J. B. Lawrence, Mrs. G. A. Carothers and Mrs. H. O. Bland was appointed to get out a bulletin setting forth the work and aims of the association.

Let every association in the state have delegates at the Gulfport convention of the Mississippi Congress of Mothers and Parent-Teacher Association to be held October 30, 31 and November 1; national officers and noted speakers will be in attendance and the spiritual, material, and educational welfare of Mississippi children will be the chief topic for consideration.

#### OHIO

The Ohio Congress of Mothers and Parent-Teacher Associations held its first program before the annual meeting of the State Teacher's Association in Cedar Point, June 24.

Enthusiasm ran high. The way the teachers greeted the Parent-Teacher idea certainly showed their appreciation of parents organizing with

them to aid the schools and help put the schools and the educators on a plane high enough, the better to correspond with their value to the community. The meeting became a capacity one and sad it was to be unable to accommodate all who wanted to come.

The state President, Mrs. W. H. Sawyer, of Columbus, presided and scattered her talk along through the afternoon at most apt spots. Almost at the beginning, Emerson E. Horner, of Dayton, Pres. of the Central District Association of the State Teachers Association, extended an invitation to us to come with our speakers and round tables to their Central District meeting.

Mrs. S. M. Williams, of Lima, ex-president of Kansas, made such a rousing talk that the Senior Normal superintendent of the state got up and declared that she could scarcely wait for fall to begin to talk this splendid work to her young teachers, or to get together the parents of the children of her model school.

The chair circulating a book for the names of those present, was able to call on someone from every city or district represented in the meeting, asking for word of any sort of an organization they had or, if none, their idea of the need of one. In every instance the need was felt. The present certainly felt the influence of the bigger, broader state and national outlook.

Mrs. King Thompson, vice-president at large, of Columbus told of the unique new school for her children and the state president's where these two heads of the Ohio work are able to see put into practice the things they preach. The school happens to be in a suburb village of Columbus, and quite independent, so that any experiments can be tried out, for instance the test one of salaries. The superintendent over these 75 children, for 9 years principal of a boys' school in India, receives as much as the Assistant Superintendent of the big Columbus School system, and more than most college professors. There are 5 departmental teachers, who start in on at least \$100 per month. The cottage system is the plan. The first one, a three-winged affair, is modern to a detail. When community meetings are held there are usually more than twice as many adults as children attending school. The interest extends to more than just the parents and teachers. Mr. Thompson and his body of real estate men, who laid out this place has the broad idea of community development with the school the center of the district from which most progress emanates.

Three hours passed quickly by, every minute alive with the joy of the splendid get together spirit. By then all there had mounted the stile which formerly kept apart the teacher and the parent, and the bond of sympathy and understanding which comes from our hearts' best efforts combined in a mutual interest, the children can never be severed.

For two days discussion and information continued over a literature table in the parlors

which our prompt and efficient new executive secretary, Mrs. Florence Watkins, had made possible for us to have filled with a goodly selection to pass out to the many interested.

During the convention the Ohio Branch of the National Executive and Administrative Women in Education was formed. The state president of the Ohio Congress, Mr. W. H. Sawyer, had the honor of being made a charter member. The new president of the Branch is Miss Anna Logan, assistant superintendent of Cincinnati schools.

The Ohio Congress welcomes back Superintendent John H. Francis and Mrs. Francis, of Columbus, also Superintendent Spaulding of Cleveland, both from war work, and is glad she did not lose Superintendent Condon, from Cincinnati.

Among new associations are:

Orville, Maple Street Parent-Teacher Association, president Mrs. W. J. Royer, 30 members.

Dresden, Dresden Child-Welfare Association, president Mrs. K. E. MacLeod, 30 members.

Dayton, Emerson Kindergarten Club, president Mrs. Louis Prinz, 435 Jackson Street, 10 members.

Washington Kindergarten Club, president Mrs. F. C. Rounds, 2830 E. 3d Street, 20 members.

McKinley Club, president Mrs. James Taylor, 313 Bowen Street, 30 members.

Jefferson Club, president Mrs. Alfred McCray, 335 Harvard Blvd., 10 members.

## PENNSYLVANIA

The annual state convention of the Pennsylvania Congress of Mothers and Parent-Teacher Associations will be held at Lebanon, one of the best organized and most efficiently managed parent-teacher centers in the state, on October 2, 3 and 4. Superintendent E. M. Balsbaugh, Mrs. Anna Happel, president of the Council of Presidents of the Lebanon associations, and Mrs. Edgar A. Wanner, member of the State Board from Lebanon, have all extended most cordial invitations, and are busy planning to make this Convention of the Pennsylvania Congress a memorable one.

The program promises to be an unusually brilliant one, with our new state superintendent of education, Dr. Thos. E. Finegan, to open it on the first night of the convention and with hopes of Prof. George Strayer, president of the National Educational Association to bring it to a close, while the interior will be filled by helpful round table discussions on all phases of parent-teacher work, and talks on possibilities of statewide coöperation in larger public service. It is hoped that Miss Nutting, who has made such a signal success of her ethical work with the high-school girls of Erie, will have a place on our program and that Miss Ellen Lombard, of

Washington, D. C., who has made such a signal success of the Home Education Division of the Federal Bureau of Education, will consent to tell us of her work and to give us a talk on programs for parent-teacher associations—a subject in which she is deeply interested, and one which means more than any other one consideration in the success or failure of parent-teacher associations. All presidents of Pennsylvania associations will receive further convention information early in September, but begin now to plan to send at least one delegate, to what will undoubtedly prove to be one of our most enjoyable and helpful state meetings.

## TENNESSEE

### Butler City Parent-Teacher Association

#### ADDRESS ON CHILD SANITATION

By Finley Paul Curtis, Jr.,  
in Tennessee Mountain District

Who will deny that the health, happiness, and prosperity of future generations depends, to an enormous extent, upon the physical condition of the children of today? Thirty years ago Germany desired to produce a powerful militaristic empire. How did she accomplish this? She taught her children at home and in school the stern principles of war. The present world conflict was only the result of this long and constant education. What we desire the future to be, what American homes and schools instil into the minds and lives of our children, exactly that may be ours, exactly that the future will incarnate. The science of pedagogy is grounded inextricably in the universal law of evolutionary growth. Let us but teach physical health and sanitation to the child of today, and the child of tomorrow will surely reap the fruits of an ideal tree.

The modern meaning of sanitation is "cleanliness," or the science of keeping clean.

"But, why is it," many will question us, "that dirty children are the healthiest? And why are they so free from sickness and disease?" Let us not be perplexed by this question. It has not resulted from thorough investigation of facts or from statistical tabulations; it is only the guesswork of transitory surface curiosity. Let us answer this question by asking another: "Why are slum children, born and reared in the quintessence of filth itself, so physically unfit, anemic, and prone to disease?" It is because of filth itself, and a deplorably insanitary environment. It is so with dirty children anywhere, but not to so noticeable a degree in the children of the mountains. For they have inherited from stalwart parents an essentially strong constitution. They live practically all the time in pure open air; they sleep in log houses distinguished for their wide cracks; they eat food which, though it may not be scientifically cooked, is "natural" (in the true sense of the word), and

wholesome; they do not commit the sin of over-eating, for "Pap's pocketbook will not allow," nor are they continually stuffing their stomachs with rich pastries, starches, and red candies. If dirty children are healthier than clean children—and this is only a phenomenal illusion—then it is solely because of these reasons, and never because filth itself is conducive to health. Such a theory is destructive to reason. Happily, those who cling to such an obsolete belief are fast vanishing. They have never imagined how perfect a race of dirty strongly constituted mountain people might become under a favorable sanitary environment. Thus they beg the question.

A filthy body attracts bacteria of all species and breeds disease. The tested laws of physiology demonstrate that the physical welfare of the child depends greatly upon bodily cleanliness, and demand that we teach our children, both at home and in the schoolroom, the following principles of sanitation:

(a) The child should have as many baths as possible each week. A mother should not relent if her child says: "Oh, mother, it is too cold!" or "Oh, mother, I'm so sleepy; let's wait till morning!" No exception to the bathing rule should occur. Teach the child that the only time to do a thing is the right time. Often mother's patience is sorely tried, and she is tempted to forget the bath-tub. Bathing a sleepy child is no pleasant task. A little boy told me the other day that he never "*bathed all over in winter-time—too cold!*" "But in summer time?" I asked him. "*Oh,*" he replied lightly, "*in summer time I go in swimmin'!*" Remember: A good bath and a clean "nightie" are highly conducive to the sleep of the young people, as well as the old ones.

(b) The child should cleanse his face and hands with soap before each meal. It is a simple and easy operation. A clean face makes a chap look brighter; clean hands make post toastes or cream 'o wheat taste better. Teach the child early never to eat with unwashed hands. Human beings eat enough germs even with clean hands—the most ignorant of us know—much less dirty ones. Cleanliness is a great appetizer.

(c) The child should keep his hair trimmed and well brushed. An unkempt head of hair reveals carelessness of personal appearance and invites undesirable visitors. Girls never smile favorably upon bushy heads! Show them the use of combs and brushes. Tell them that even work horses must be combed and curried.

(d) The child should always wear clean and respectable clothes. Nothing so rejuvenates a tired body and so makes the flesh glow as a genuine bath and a change of raiment. Let the child play in clean sand, if he wants to—yes, encourage it—but teach him to avoid filthy dirt. Clean rags are far more honorable than dirty

silks. Beggars and tramps affiliate with dirty clothes; nice boys and girls do not.

(e) Teach the child to care scrupulously for the nails. Explain their purpose in life: that the nails are nature's way of protecting the toe- and finger-ends, that they add greatly to the usefulness of the fingers. Many people have lost their lives by permitting dirty nails. They infect sores and cause blood poisoning.

(f) It is impossible to lay too much emphasis on the care of the teeth. A good digestive apparatus depends upon a full set of sound chewing tools. Teeth are our tools to masticate food—the stomach, you know, has none!—and they are also an essential asset to beauty. Food must be thoroughly chewed. Bad teeth accumulate germs and poison the whole system. It is even now claimed that decayed teeth cause dread rheumatism. Many foolish parents will exclaim: "What is the use of brushing baby teeth? Let 'em go; they will grow more!" Do not listen to such senseless talk. If you are doubtful, consult a competent dentist. "By all means," he will advise you, "brush the little teeth. No one is ever too young nor too old to keep clean chewing tools. Brush them regularly." Teach the child, therefore, the excellent habit of dental sanitation, and have their teeth examined often. It saves expense and a world of misery.

(g) Never expose children needlessly to such common contagions as measles, mumps, chicken-pox, whooping cough, and so forth, believing that they "must have them anyway and get through with them." Children do not need to have these diseases. It is foolish to expose them. Thousands of children die every year from these maladies, and thrice as many are consequently afflicted with weak eyes, deafness, nervousness, and tuberculosis.

These are principles which should be taught to every child and followed until they become unconscious habits in daily life. They are all sensible, practicable, and for the highest good in physical development. The child should be taught to love, to be proud of, and to revere his body. For is it not of the image of his Maker? Is it not an earthly temple unto the God who gave it? A fine body is something indeed to be proud of. How much it counts in this life! Care of personal appearance and real self-interest are potent factors in the marvelous unfoldment of human life. Psychology teaches us that the child is never too young to learn. "*Begin early*" should be the motto of every parent and teacher. But "it is never too late to mend!"

The eyes, nose, ears, throat, and the nerves of the plastic child should receive the utmost care of self, of parent and teacher, and have the frequent attention of the specialist; for, he must rely upon these organs for his education and livelihood. If the ultimate goal of life is the supreme happiness and perfection of the human

race, then nothing should be omitted which will tend to help us onward in our grand evolutionary progress. Every detail must be weighted and enlisted in the service of humanity.

No graver mistake could be made, either at home or in school, than inattention and indifference to the appetite and diet of the child. We need enlightenment here. A wise mother knows what her child needs to make it thrive. Too much candy and too many rich eatables are the two chief unpardonable present-day sins to childhood. A glutton is the result of careless training. Teach the child self-control and temperance. For fully nine tenths of the ills to which humanity is heir can be traced to improper diet. As early as the second year stomach derangements may be manifested in children.

All work and no play makes of Jack a dull boy. The child must have exercise of body, as well as exercise of soul. Give him all the clean amusement he wants. Give him all the fresh air he can possibly breathe. Let the child be a child. Naturalness is indeed a rare treasure. And give him play and fun and exercise to strengthen and beautify his body.

"Have you heard the story of the little girl who walked two miles to school every day and two miles home again, and who begged for a school playground where she might exercise. 'Why surely, Lucy,' the teacher said, 'you have exercise enough walking to and from school so far!' 'Oh,' explained Lucy, 'I want the playground so as to get rested for the walk home!' Lucy hit upon a great truth: We need fun in order to get rested for work."

Any kind of wholesome intellectual diversion will act as a tonic to the tired growing body of the boy or girl. Encourage interest in literary societies, and a variety of things not appertaining directly to books. Frequent social entertainments will develop in the boy and girl noble ideals and personal pride.

The child should be taught the rudimentary principles of etiquette. Careless training is evidenced in loud and open coughing, nose-blowing, promiscuous sneezing and spitting. Teach the young people that such carelessness is offensive to others, that they must respect the feelings of their associates, and that they should seriously regard the glaring public signs: "DO NOT SPIT UPON THE FLOOR! TO DO SO MAY SPREAD DISEASE!" Teach the child that even a common cold is contagious, and that the handkerchief is both an inexpensive and useful article.

In this school, in this town—in every city, town, community, and flourishing rural school—these things are easily possible. All the burden of this work will not rest solely upon the teacher. It will rest equally upon the parents, the trustees, the town, the county, and finally the entire state. We all have a part in caring well for the child. It is a general duty—a common duty.



## VERMONT

The Seventh Annual Convention of the Vermont branch of the National Congress of Mothers and Parent-Teacher Associations was held in Brattleboro, May 27 and 28, and while not as large as some previous annual meetings, proved a very helpful one.

Mrs. Milton P. Higgins, state president of Massachusetts, was able to be present at all of the meetings, and her enthusiasm and interest were a source of much inspiration.

Although the influenza epidemic which harassed the state through the fall and early winter, interfered considerably with the work of associations, as a whole they showed a good amount of work accomplished.

The treasurer reported a paid membership of 1,041½, representing a gain of more than two hundred. Although a number of associations have lapsed or become dormant, several new ones have been formed and others showed increased membership.

The most recently organized association, Wilmingon, sent a good sized delegation, and the flourishing association at Procter, represented for the first time in the state convention, will probably entertain the next year's annual gathering.

The following officers were elected:

*President*, Mrs. Franik W. Pier, Brattleboro.

*Vice-presidents* (to act as executive committee)

—Mrs. E. B. Huling, Bermington; Mrs. A. Vail Allen, Fair Haven; Mrs. W. L. Bryant, Springfield; Mrs. R. J. Houghton, Burlington; Mrs. F. G. Swimerton, Rutland; Mrs. T. H. Hack, Procter; Mrs. Warner, Vergennes.

*Secretary*—Mrs. C. C. Fitts, Brattleboro.

*Recording secretary*—Miss Lena C. Ross, Rutland.

*Treasurer*—Mrs. E. D. Raymond, Fair Haven.

## WASHINGTON STATE

PARENT-TEACHER ASSOCIATION EXTENSION

By MRS. H. L. COPELAND,

14 N. Palouse St., Walla Walla, Chairman.

"Now's the day and now's the hour" when the P.-T. A.'s of Washington must face the responsibilities that the new order of things is thrusting upon them.

For twenty-three years the National Congress of Mothers and Parent-Teacher Associations have been working untiringly for the best interests of the children of the United States. It has been so successful, that educators, statesmen, judges—all who have the welfare of children at heart, recognize this organization as the greatest organized force in the nation—working for the uplift of the home and the betterment of the child.

When the government instituted "Children's Year," the purpose of which was to cut down the infant mortality of our nation, it naturally turned to the National Congress of Mothers and Parent-Teacher Associations as the organized agency, already at work in this field.

When the government sent its representatives into each state in behalf of the boys in our country's service, in an effort to secure coöperation in the sex hygiene work, again the National Congress of Mothers and Parent-Teacher Associations was called upon as the channel through which the homes could most easily be reached, and coöperation be secured by which the boys would be protected while at home on leave.

The leaders of Boys' and Girls' Clubs and Garden Leagues all testify that unless they have the coöperation of the home and the school, they cannot do successful work.

The "Back-to-the-School" campaign of the United States Children's Bureau, appeals to the joint forces of the home and the school, in this effort for better education of its children.

The home and the school have been great factors in the Thrift campaign carried on during the war, which did so much to teach our children lessons of thrift, economy and patriotism.

These are only a few of the great issues with which Parent-Teacher Associations have been privileged to coöperate. But the opportunities will be greater and more and more urgent as the work of reconstruction goes on.

What is the attitude of the Washington state Parent-Teacher Associations toward these responsibilities? Now, when the eye of the world is turned upon us in all questions, where the promotion of child welfare is concerned, are we ready to meet the responsibilities because we, too, have a vision of the great work to be done, and the opportunity for service that is ours because we stand so close to the child, representing, as we do, the home and the school—the two great forces in the life of the child?

During the past two years, with the vigorous war activities, too often our circles gave up this work for the welfare of the child which is the fundamental purpose for which the National Congress of Mothers and Parent-Teacher Associations was founded. So it has been difficult to again pick up the threads.

Let us enter the new year with a determination to face the responsibilities confronting us, with enthusiasm. Let us seek earnestly for a new and broader vision of our wonderful opportunities. Let us fortify ourselves for the work, with the inspiration that comes only through information. Let us plan for the work of the coming year so that we may be ready for the great work before us, by strengthening the local circle, coöperating with the community, state and nation in all efforts for the promotion of child welfare.

**National Congress of Mothers United Service Club for Enlisted Men—  
Coöperating with War Camp Community Service**



**New Headquarters National Congress of Mothers and Parent-Teacher Associations,  
1314 Massachusetts Ave., Washington, D. C. Dedicated to United Service Club for Enlisted  
Men, During the War—and as long as necessary thereafter.**

### Letters from Boys in the Service

If Clubs of this sort which have been brought into being by the war are allowed to die after the signing of the armistice, it will be much to be regretted.

In my opinion, clubs such as this one where men are not made to feel that they are objects of charity, but they are welcome and having them visit is a pleasure, will do more for men in the service to combat "red light" districts and the evils that will follow prohibition than all the lectures that will be given, and all the sermons that will be preached on the above subjects.

More good will be done for men away from home by making him comfortable in good, clean, homelike surroundings than by preaching to him in some church or hall and then, at the conclusion of the sermon, let him out in a town with nothing but movies or red light district to choose from.

HENRY ZIEMAN,  
Brooklyn, N. Y.

A bit of home, away from Mother. Real southern hospitality. A place to meet the sort of people one wants to meet. Here's the ladies in charge.

WM. T. ABBOTT,  
Baltimore, Md.

I was rejected by the Draft Board after making three ineffective attempts to enlist, and finally persuaded the army they needed me. I started coming here for luncheon while stationed at American University and found a home abounding and congenial atmosphere. I have spent a great deal of time here because there is an environment of congeniality and homelike warmth due primarily to the attitude of the ladies in charge and to them I shall be forever grateful.

GEORGE ROOSEVELT FREMER,  
Washington, D. C.

Homelike, plenty of entertainment and no one need be homesick or discouraged with such hospitality as the uniformed man receives here.

JAMES L. LAMBERT,  
Seattle, Washington.

There are but few places that a lonely soldier can go to at his leisure and the best I know is the Congress of Mothers Club, No. W at 1314 Massachusetts Ave., Washington, D. C., co-operating with the War Camp Community Service.

I have spent some time part of every long pass or furlough since in the army at this club and I think it the most pleasant place for enjoyment and comfort.

There is everything a soldier may desire.

CLEM L. MACK, Pvt. M.T.C.,  
Portland, Oregon.

Since entering service in October, 1917, and during a year of service overseas, I have availed myself of the privilege of many clubs and recreation houses established for soldiers, sailors and marines in America, France and England. Of these there were many and various kinds: small dugout canteens, maintained frequently under shell fire, where a most restful and secure atmosphere was furnished by the four foot thick dirt and stone roof overhead. We appreciated that, but there is nothing homelike about a dugout.

And there were Eagle Hut in London, and the Y. M. C. A. Hotel in Paris, and many others of more or less pretentious appearance, but I can most truthfully say that in none of these have I found the cheerful, yet quiet and dignified homelike atmosphere that pervades the National Congress of Mothers' United Service Club, Washington, D. C. It is truly a home;

but we are not bored by being *made* to feel at home. The remarkable women in charge have come, through frequent contact with men in the service, to understand us and to realize that a soldier's heart is simply a mirror, reflecting the kindness or unkindness of the people he meets.

ROBERT H. NORRIS,  
South Caroline.

#### Vive-United Service Club.

But whatever may be said of the mental defects of that recruiting sergeant that let me get by, there is but one thing can be said for those who conduct the Soldier's Club at No. 1314 Massachusetts Avenue to which it has been my supreme good fortune to be directed. This club endeavors to and as near as is humanly possible does provide the material comforts of a home in conjunction with that liberty of action that is usually associated in a man's mind with his club.

After 17 months in France, to get such service of good will is more than apt to make an enthusiastic partisan of anyone receiving it. Having had a hammer in my hand for so long it is a great relief to have an opportunity to use a trowel for a while.

There were of necessity many failures in our army's social service—the Lord himself could not completely satisfy the average dough-boy—but as nearly as such an impossibility can be approached it is done here. And not the least potent cause of the sense of well being that envelopes the soldier here is the spirit behind it. Such a spirit could not fail in such a work even though the material resources were small, and here they seem to be anything but small.

H. S. FITZGERALD,  
Baton Rouge, La.

### Further Contributions to Fund for National Headquarters

June, 1919

Previously reported \$9701.81.

#### NEW YORK

Gasport Mothers' Club, \$5.00; New York City Ethical Culture School, \$5.00; Buffalo—Weldon Mothers' Club, \$5.00; Buffalo—School No. 36, Mothers' Club, \$5.00; Buffalo—School No. forty-eight Mothers' Club, \$5.00; New Rochelle—Mayflower School, \$30.00; Rochester—No. 8 Mothers' Club, \$5.00; Rochester—No. 36 Mothers' Club, \$5.00; Appleton—West Somerset Mothers' Club, \$2.00; Saugerties P. T. A., \$2.00; Buffalo—Jefferson Mothers' Club, \$5.00; Miss Bessie Locke, \$2.00; Poughkeepsie Livingston School No. 6, \$1.00; Glemis Falls Mothers' Club, \$5.80.

#### NEW JERSEY

Atlantic City Br. National Congress Mothers', \$88.00; Ashland P. T. A., \$1.00; Woodstown P. T. A., \$10.00; Trenton—Cadwalder School \$5.00; Wenonah P. T. A. \$5.00; Pleasant View—Belle Mead P. T. A. \$5.00; Haddonfield P. T. A. \$1.00; Columbus Mothers' Club \$5.00; Highland Park P. T. A., \$1.20; Highland Park P. T. A., \$5.00; Mr. Chas. L. Flitcraft, Woodstown, \$5.00; Trenton Columbus Mothers' Club, \$5.00.

#### ALABAMA

Greenville Mothers' Self Culture Club, \$2.00.

#### OREGON

Portland—Mrs. Robert H. Tate, \$1.00.

## IDAHO

Nampa Midway P. T. A., \$10.00.

## ILLINOIS

Mrs. Louis Brachett Bishop, \$5.00.

## WISCONSIN

Sheboygan High School P. T. A., \$2.00; Milwaukee 36th St. School P. T. A., \$10.00; Kenosha Deming School P. T. A., \$1.00; Mrs. Harry Laatsch, \$1.00; Miss Elizabeth Marshall, \$15.00; Mrs. Edward Vammatt, \$5.00; Dr. Ida Schell, \$2.00; Ring School—Milwaukee, \$2.00; Lincoln School—Sheboygan, \$2.00 Mrs. Edwin Birkenwald, \$1.00; Mrs. G. N. Tremper, \$1.00; Mrs. D. O. Head, \$1.00; Mrs. H. C. Campbell, \$1.00; Mrs. J. R. Sullivan, \$1.00; Grant School P. T. A. Sheboygan, \$5.00; St. Raphaels P. T. A.—Madison, \$3.00; Washington School P. T. A.—West Allis, \$3.20; Child Welfare Circle—Sheboygan, \$2.00; Third Ward P. T. A.—Appleton, \$5.00; Maryland Ave. P. T. A.—Milwaukee, \$1.00; Mrs. H. F. Roenits, \$1.00; Mrs. L. P. Frietag, \$1.00; Wisconsin State Convention, \$7.46.

## VERMONT

Rutland—Kingsley School, \$25.00; Longfellow School, \$35.00; Dana School, \$5.00; Madison School, \$5.00; Park St. School, \$10.00; High School, \$22.00; Abraham Lincoln School, \$15.00; Mrs. Swinnerton and others, \$10.00; Center Rutland, \$8.00; Brattleboro, \$26.00; Fair Haven, \$50.00; Bennington, \$28.00; Proctor, \$15.00; Rutland, \$12.00; Watkin Ave. P. T. A., \$5.00; Mrs. E. D. Raymond, Treasurer, Vermont Branch, \$72.50.

## PENNSYLVANIA

Woodside Lower Wakefield P. T. A., \$5.00; Malvern High School P. T. A., \$30.00; Phila.

Br. N. C. M. & P. T. A. 31st Ward \$190.00; Phila. Br. N. C. M. & P. T. A. 18th Ward \$220.00; Erie—Lawrence P. T. A., \$2.50; Coatesville—Mrs. O. D. Finnegan, \$10.00; Coatesville—Mrs. Walter E. Greenwood, \$10.00; Coatesville Mrs. Louise Schwartz, \$10.00.

## WASHINGTON D. C.

Mr. Geo. B. Snyder, \$1.00; Mr. Edw. Wyllys Hyde, Jr., \$1.00.

## MASSACHUSETTS

Gloucester Trinity Congregational Mothers' Club, \$5.00; Collected by Mrs. Milton P. Higgins, \$19.00; Leonnister Mothers' Assoc., .60; Rockport P. T. A., \$10.00; Nantashet P. T. A., \$11.00; Townsend P. T. A., \$2.00; Trinity School of Haverhill \$5.00; Dawes School of Pittsfield \$2.00; Adams Square School Worcester \$10.00; Bedford P. T. A., \$1.00; Mrs. W. E. Rowe, \$5.00; Hull Village P. T. A., \$6.00; sent by Treasurer of Massachusetts (names of individuals contributing not given), \$64.60; Hull Village P. T. A., \$2.50.

## TENNESSEE

Nashville—Fall School P. T. A., \$2.00.

## MISSOURI

Kansas City—McCay School P. T. A., \$5.00; sent by Treasurer of Missouri Child Welfare Day (names of individuals or associations contributing not given), \$100.00.

## CALIFORNIA

Mrs. Hubert N. Rowell, \$10.00.

## KENTUCKY

Mr. Geo. C. Weldon, Louisville, \$5.00.

### Letter from Benjamin Franklin to a Child on the Death of a Relative

PHILADELPHIA, Feb. 12, 1756

*Dear Child:* I condole with you. We have lost a most dear and valuable relation; but it is the Will of God and Nature that these mortal bodies be laid aside when the soul is to enter into real life. Existence here on earth is hardly to be called life. 'Tis rather an embryo state—a preparation to living. A man is not completely born until he is dead. Why, then, should we grieve that a new child is born among the immortals—a new member added to their society.

We are spirits. That bodies should be lent to us while they can afford us pleasure, assist us in acquiring knowledge, or in doing good to our fellow creatures, is a kind and benevolent act of God. When they become unfit for their purposes, and afford us pain instead of pleasure, instead of an aid become an incumbrance, and answer none of the intentions for which they

were given, it is equally kind and benevolent that a way is provided by which we can get rid of them. That way is death.

We, ourselves, prudently in some cases, choose a partial death. A mangled, painful limb, which cannot be restored, we willingly cut off. He that plucks out a tooth, parts with all the pains, and possibilities of pains and diseases it was liable to or capable of making him suffer.

Our friend and we are invited abroad on a party of pleasure that is to last forever. His chair was first ready, and he has gone before us. We could not conveniently all start together; and why should you and I be grieved at this, since we are soon to follow, and we know where to find him?

Adieu, my dear, good child, and believe that I shall be, in every state, your affectionate Papa,  
BENJ. FRANKLIN.